

U.S. Department of Education
Washington, D.C. 20202-5335



APPLICATION FOR GRANTS
UNDER THE

Preschool Development Grants - Expansion

CFDA # 84.419B

PR/Award # S419B150014

Grants.gov Tracking#: GRANT11760252

OMB No. 1810-0718, Expiration Date: 02/28/2015

Closing Date: Oct 15, 2014

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission:

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

10/14/2014

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

Office of the Governor

* b. Employer/Taxpayer Identification Number (EIN/TIN):

41-6007162

* c. Organizational DUNS:

9335613180000

d. Address:

* Street1:

130 State Capitol

Street2:

75 Rev. Dr. Martin Luther King, Jr. Blvd.

* City:

St. Paul

County/Parish:

* State:

MN: Minnesota

Province:

* Country:

USA: UNITED STATES

* Zip/Postal Code:

55155-1605

e. Organizational Unit:

Department Name:

Minnesota Depart of Education

Division Name:

Early Learning Services

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

Ms.

* First Name:

Bobbie

Middle Name:

* Last Name:

Burnham

Suffix:

Title:

Director

Organizational Affiliation:

Early Learning Services

* Telephone Number:

651-582-8414

Fax Number:

* Email:

bobbie.burnham@state.mn.us

PR/Award # S419B150014

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Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

S4.419

CFDA Title:

Preschool Development Grants

* 12. Funding Opportunity Number:

ED-GRANTS-081814-002

* Title:

Office of Elementary and Secondary Education (OESE): Preschool Development Grants: Expansion Grants CFDA Number: S4.419B

13. Competition Identification Number:

S4 419B2015 1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

MNCongressionalDistricts.pdf

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

Preschool Development Grant - Expansion Grant

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:*** a. Applicant * b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:* a. Start Date: * b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="56,893,756.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<div>(b)(4)</div>
* d. Local	
* e. Other	
* f. Program Income	
* g. TOTAL	

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☒ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☐ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach.

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title: * Telephone Number: Fax Number: * Email: * Signature of Authorized Representative: * Date Signed:

Department of

Education

Minnesota Preschool Development Grants School Districts and Congressional Districts

School District Name	School District Number	County	Congressional District
Southern Minnesota Zone			
Albert Lea	241	Freeborn	1
Rochester	535	Olmstead	1
Austin	492	Mower	1
Suburban Transformation Zone			
Fridley	14	Anoka	5
Columbia Heights	13	Anoka	5
Northside Achievement Transformation Zone			
Minneapolis	0001	Hennepin	5
St. Paul Promised Neighborhood Transformation Zone			
St. Paul	0625	Ramsey	4
Itasca County Transformation Zone			
Deer River	0317	Itasca	8
White Earth Nation n Transformation Zone			
Mahnomen	0432	Mahnomen	7
Wauben-Ogema-White Earth	0435	Mahnomen	7
Circle of Life	1435	Mahnomen	7
MDE	NA	Ramsey	4

Department of

Education

Minnesota Preschool Development Grants School Districts and Congressional Districts

School District Name	School District Number	County	Congressional District
Southern Minnesota Zone			
Albert Lea	241	Freeborn	1
Rochester	535	Olmstead	1
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Suburban Transformation Zone			
Fridley	14	Anoka	5
Columbia Heights	13	Anoka	5
Northside Achievement Transformation Zone			
Minneapolis	0001	Hennepin	5
St. Paul Promised Neighborhood Transformation Zone			
St. Paul	0625	Ramsey	4
Itasca County Transformation Zone			
Deer River	0317	Itasca	8
White Earth Nation n Transformation Zone			
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Wauben-Ogema-White Earth	0435	Mahnomen	7
Circle of Life	1435	Mahnomen	7
MDE	NA	Ramsey	4

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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Prescribed by OMB Circular A-102

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9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Bobbie Burnham	Director, Early Learning Services
APPLICANT ORGANIZATION	DATE SUBMITTED
Office of the Governor	10/14/2014

Standard Form 424B (Rev. 7-97) Back

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC, 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

YDRGEPA.pdf

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Equitable Access Statement
Per Section 427 of the US DOE General Education Provisions Act (GEPA)

As part of its application for the US Department of Education (USDOE) and US Departments of Health and Human Services (USHHS) Preschool Development Grant - Expansion Grant (PDG) program, and in accordance with the provisions of Section 427 of the USDOE General Education Provisions Act (GEPA), the Minnesota Department of Education (MDE) will take steps to ensure the equitable access to and participation in its proposed Preschool Expansion Plan activities regardless of participants' gender, race, color, national origin, disability or age.

MDE has a longstanding commitment to promoting and facilitating equitable access in its programs, services and hiring practices. MDE is an Equal Opportunity Employer that strives to build and sustain a diverse and multicultural community by fostering an environment in which all groups are welcomed, encouraged to participate fully, and accorded respect. For all activities supported by Federal assistance under this application, MDE will observe all Federal, State and local laws and regulations designed to ensure equitable access to all program participants, and to overcome barriers to equitable participation.

The Preschool Expansion Plan was created, in part, to help the state to address inequities in educational outcomes between low-income children of color and those with special needs and their White, more affluent peers. As such this Plan focuses resources including staffing, facilities, instructional materials, outreach, family supports and other services, that are intended to support improved outcomes for low-income children of color and those with special needs. MDE's Plan calls for the creation of High-Quality Preschool programs that are inclusive, *e.g.*, that include children across a spectrum of needs, abilities and socio-economic status and thus increase the equitable access to effective teachers and quality instruction for low-income and

Equitable Access Statement
Per Section 427 of the US DOE General Education Provisions Act (GEPA)

high-need students. Participants in the High-Quality Preschool to be created by the Plan will reflect the state's broad racial, ethnic, language and cultural diversity. Further, the Plan includes outreach, engagement activities, leadership opportunities, and services provided to families of these children many of whom are traditionally underrepresented in the educational system because of refugee or immigrant status, language, socio-economic status and other disadvantage.

MDE will take all necessary measures to ensure equitable access and participation by gender, race, color, national origin, disability and age in the implementation of the Plan.

Working through Leadership Implementation Teams at the school-district (subgrantee) level, and in Building Implementation Teams at the preschool-site level, designated staff will conduct broad outreach to increase the likelihood that families and teachers who are members of traditionally under-represented groups are aware of the project and of the opportunities it offers. Outreach efforts will include informational meetings, emails, networking, referrals and other personal or electronic contact. Informational material will be developed and shared with all potential candidates and may be translated into multiple languages as necessary. Specifically:

- *Gender:* MDE will reach out to both gender groups for participation in the Plan, and the High-Quality Preschool and related comprehensive services, parent education, engagement and leadership opportunities.
- *Race, Color:* MDE will facilitate the recruitment, support and sustained participation of participants from persons of all races, color and ethnic groups and ensure that all have an equal opportunity to engage in all activities.
- *National Origin:* MDE will establish open lines of communication to facilitate intercultural communication in all project activities.

Equitable Access Statement

Per Section 427 of the US DOE General Education Provisions Act (GEPA)

- *Disability:* MDE will, wherever possible, utilize barrier-free environments to ensure that full access to persons with disabilities. Further, MDE will coordinate programs to ensure accommodation and response to the needs and requests of children with disabilities.
- *Age:* MDE will eliminate age barriers by including participants, regardless of age, in the project activities.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Office of the Governor

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Ms. * First Name: Robb * Middle Name:
* Last Name: Burham Suffix:
* Title: Director, Early Learning Services

* SIGNATURE: Robb Burham

* DATE: 10/14/2014

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Minnesota Department of Education (Lead Agency), Preschool Expansion Plan Abstract

Minnesota seeks to work strategically with partners to create a statewide High-Quality Preschool system that promotes and sustains student access, achievement, and family engagement over a continuum from birth through 3rd grade (*i.e.*, birth-3). In doing so, we seek to create a firm foundation for children and communities with the highest needs: low-income 4-year-olds and children of color whose outcomes persistently lag behind that of their more affluent peers and make Minnesota's achievement gap among the worst in the nation.

Toward this end, the Minnesota Department of Education (MDE) will build on our Race to the Top-Early Learning Challenge grant work, which has accelerated efforts to align standards, expand our Parent Aware Tiered Quality Rating and Improvement System, enhance parent engagement, broaden culturally competent practice, and strengthen comprehensive assessments, data-informed practices, evidence-based curriculum, cross-sector B-3 coordination, preschool through 3rd grade alignment (P-3), and professional development (PD), coaching, and technical assistance. Partner Human Capital Research Collaborative will provide PD based on the Child-Parent Center's strong evidence of large and enduring effects on student achievement, high school graduation, and child well-being. World-Class Instructional Design and Assessment (WIDA) will provide training to support effective classroom strategies to support English Learning Language and skills acquisition. Minnesota Reading Corps will provide a literacy innovation that extends the capacity of preschools to laser in on literacy as a key domain, and for which there is strong evidence of accelerating literacy acquisition among struggling readers. Other supporters include the Minnesota Early Learning Council, Minnesota Head Start Association, Child Care Aware of Minnesota, Greater Twin Cities United Way, Start Early Funders Coalition, and the Chicano Latino Affairs Council, McKnight Foundation, and others.

Our RTTT-ELC work has proven that better outcomes are achieved within Transformation Zones that focus on innovations *and* infrastructure development across a vertical slice of the educational system. These Transformation Zones unite administrators, teachers, parents and partners from High-Need Communities to ensure collaboration and effective implementation of a mixed-delivery system and comprehensive supports. In implementing our High-Quality Preschool program, MDE seeks to achieve four goals:

1. Increase Access for Eligible Children. Over four years, MDE will increase the number of Eligible Children served in High-Quality Preschool programs by 5,634, including more than

3,438 (more than 60%) new slots. These slots will be created in High-Need Communities that include a cross-section of Minnesota's greatest challenges: urban, suburban and rural areas, high rates of poverty, low rates of school readiness, low rates of academic performance, high rates of English Learners (ELs), and high rates of children with special needs.

2. Implement High-Quality Preschools. MDE has preliminary agreements subgrantees that are the LEAs in each High-Need Community: Albert Lea, Austin, Columbia Heights, Fridley, Itasca County, Rochester, Minneapolis, St. Paul, and White Earth Reservation. MDE will provide these subgrantees with the management, training, and tools (*i.e.*, Program Criteria, assessments, data systems, standards, policies, coaches, and funding) to create or improve preschool spaces for Eligible Children. MDE will oversee a structured implementation that will extend our state's successful Transformation Zone model to coordinate cross-sector planning, build capacity, implement, improve, and embed a mixed-delivery system of early education enhanced with family engagement, comprehensive services, and school-community partnerships. Each Transformation Zone will have at least one Parent Liaison who is culturally competent and bilingual (if possible) to ensure family engagement, and at least one Community Coordinator to mobilize and ensure the connection of preschool programs to community services.

3. Build Infrastructure for a Birth-3 System. MDE, our subgrantees, the Early Learning Council, and community partners are working to create a continuum of B-3 services and supports. This includes community partners that bring comprehensive services to preschool sites and refer families, home visits and parent education that train parents to support educational transitions, professional learning communities and Building Implementation Teams that align curriculum and practice from preschool to kindergarten, and a P-3 Institute that promotes dialog, alignment, and coordination across the early learning continuum. This will be supported with our longitudinal data system, which will link key data across agencies by 2015.

And *4. Improve Student Outcomes.* MDE's Preschool Expansion Plan seeks to increase the number of Eligible Children served in High Quality Preschool programs and in state preschool programs overall; increase the number and percentage who become school-ready and maintain those skills; improve teachers' competencies to implement evidence based-practices; help ELs accelerate math and reading proficiency; and reduce the number of Eligible Children needing special education assignment K-3. Ultimately, MDE seeks to close Minnesota's achievement gap for the children served in the proposed High-Quality Preschool program.

Project Narrative File(s)

* Mandatory Project Narrative File Filename:

To add more Project Narrative File attachments, please use the attachment buttons below.

Preschool Development Grant - Expansion Grant

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Chart 1. Guide to Selected Acronyms Used in the Minnesota Preschool Expansion Plan

B-3	Birth through 3rd Grade
BIT	Building (program-level) Implementation Team
CLASS	Classroom Assessment Scoring System
CPC	Child-Parent Center
CCAP	Child Care Assistance Program
DHS	Minnesota Department of Human Services
ECFE	Early Childhood Family Education
ECSE	Early Childhood Special Education
ECIPs	Early Childhood Indicators of Progress (<i>i.e.</i> , early learning standards)
ECLDS	Early Childhood Longitudinal Data System
EL	English Learners
ELLCO	Early Language and Literacy Classroom Observation
FPL	Federal Poverty Level
KEA	Kindergarten Entry Assessment
KCF	Minnesota's Knowledge and Competency Framework for Early Childhood Educators
LEP	Limited English Proficiency
I3	Investing in Innovation
IDEA	Individuals with Disabilities Education Act
IEIC	Interagency Early Intervention Committee
IEP	Individual Educational Plan
LIT	Leadership Implementation Team
MARSS	Minnesota Automated Reporting Student System
MCA	Minnesota Comprehensive Assessments
MDE	Minnesota Department of Education
MDH	Minnesota Department of Health
MNAFEE	Minnesota Association of Family and Early Educators
OSEP	US Department of Education Office of Special Education Programs
LEA	Local Educational Agencies
MPS	Minneapolis Public Schools
NAEP	National Assessment of Educational Progress
P-3	Preschool through 3rd Grade
PD	Professional Development
RTI	Response to Intervention
RTT-ELC	Race to the Top-Early Learning Challenge Grant
SISEP	State Implementation and Scaling of Evidence-Based Practices Center
SIT	State Implementation Team
SLEDS	Minnesota's Statewide Longitudinal Education Data System
SPPS	St. Paul Public Schools
TPOT	Teaching Pyramid Observation Tool
TQRIS	Tiered Quality Rating and Improvement System
UMN	University of Minnesota
WIDA	World-Class Instructional Design and Assessment

Minnesota Preschool Expansion Plan (2015-2018)

A. Executive Summary. In the last decade, Minnesota has been the birthing ground for big ideas that have inspired educational reform here and across the nation. The Minneapolis Federal Reserve and the University of Minnesota's landmark research (Rolnick & Grunewald, 2003) showed that investment in early childhood education can yield among the highest returns to taxpayers: more than \$7 for each \$1 invested. These findings were included in President Obama's 2013 State of the Union Address. The Early Childhood Family Education (ECFE) program, piloted in 1974, was among the first programs in the country to provide parenting and family education to support children's learning and development. Our state's Tiered Quality Rating and Improvement System (TQRIS), Parent Aware, continues that unique focus by educating parents to be the drivers of a market for High-Quality Preschool programs. State-funded Early Learning Scholarships leveled the playing field for low-income families by providing them with resources to choose quality preschool programs, and incentivizing providers to achieve, promote, and maintain quality. Additionally, Minnesota is one of the few states to offer universal health and development screenings to ensure that all preschoolers who need services and interventions have the quickest access to these supports.

Minnesota has expanded on this strong foundation with funding from the US Department of Education (USDOE) Race to the Top-Early Learning Challenge (RTT-ELC) grant. Through the RTT-ELC since 2011, we have accelerated efforts to align standards, expand the Parent Aware TQRIS, enhance parent engagement, broaden culturally competent practice, and strengthen comprehensive assessments, data-informed practices, evidence-based curriculum, cross-sector coordination from birth through 3rd grade (B-3), preschool through 3rd grade alignment (P-3), and professional development (PD), coaching, and technical assistance, as described below. Minnesota's ambitious and achievable plan builds on these developments to introduce High-Quality Preschool for 4-year-olds living at or below 200% of the Federal Poverty Level (FPL) (*i.e.*, Eligible Children) and their families. This Preschool Expansion Plan reflects Minnesota Governor Mark Dayton's commitment to educational excellence and lays the groundwork for a statewide preschool system beginning with the children and communities with the greatest need. As Governor Dayton said during his State of the State address (April, 2014),

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"Let us commit that by 2018, all 3- and 4-year olds in Minnesota will have access to quality, affordable early childhood education." With this plan, Minnesota has started down that path.

A(1). Progress to Date. *Minnesota's revision of our early learning and development standards will support seamless transitions across an early learning continuum.* As part of our RTT-ELC efforts, we are revising Minnesota's Early Childhood Indicators of Progress (ECIPs) for birth through age 3, and for age 3 through kindergarten entry (age 5). Originally created as two sets of developmentally-appropriate standards, the ECIPs did not always connect well to each other, or promote a seamless transition for children or educators. Early education content experts, teachers, and stakeholders are now working to create our state's first seamless continuum of developmental growth targets from birth to kindergarten entry. These ECIPs are being aligned to the state's Kindergarten Academic Standards and Common Core English Language Arts (ELA) K-3 standards in two domains: language and literacy, and social and emotional development. When ECIPs revisions are completed in 2015 they will usher in a process of coordinated revisions that will continue annually, led by the state's early childhood content experts, practitioners, and stakeholders. This annual process will (1) focus on revising one domain at a time to enable reviews of greater depth and more significance, (2) ensure that ECIPs remain aligned to K-12 standards as those are revised, and (3) support transitions with standards that intentionally build to 3rd grade (P-3).

Minnesota has made new financial investments in education totaling \$660 million, including funding for the introduction of full-day kindergarten. In the 2014-2015 biennium (*i.e.*, two-year legislative session), the state increased education funding to enable Local Educational Agencies (LEAs) to offer voluntary full-day kindergarten that began this school year; increased the number of Eligible Children who can attend Parent Aware highly-rated preschool programs via State Early Learning Scholarships; increased the per-pupil aid formula; and expanded special education funding in underserved communities. The state also invested \$(b)(4) to ensure that Minnesota Reading Corps is offered in new full-day kindergarten programs and as a key component of P-3 literacy strategies statewide. A nonprofit partner in this proposal, Minnesota Reading Corps is a literacy innovation that extends the capacity of preschools to laser in on literacy as a key domain. Rigorous evaluations (Markovitz et. al., 2014) have proven Reading Corps' effectiveness in accelerating literacy acquisition among struggling readers.

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Minnesota makes progress on pending legislation, policies, and other practices.

Governor Dayton has committed to expanding educational access and opportunity for all children as part of his administration's "7-Point Plan: Better Schools for a Better Minnesota" (See Appendix 5). The Preschool Expansion Plan reflects and supports all seven points and shares a commitment to closing the state's significant achievement gap between low-income children of color and their more affluent, White peers. As detailed in Criterion D, Minnesota's achievement gap is among the worst in the nation, and can be attributed to inequities in access to high-quality early childhood education, health care, and community resources that will be addressed in this Preschool Expansion Plan. Among Governor Dayton's legislative achievements is a voluntary full-day kindergarten program for 5-year-olds. Last year (2013-2014) only 62% of Minnesota's kindergarten students attended full-day kindergarten. This year, with the introduction of full-day kindergarten in every LEA in the state (except one charter school), 98.8% of eligible 5-year-olds are enrolled in full-day kindergarten this fall.

Legislation passed since 2012 advances the state's commitment to create seamless transitions across an early learning continuum. Updates to the ECFE statute allow LEAs to extend parenting and family education and services P-3 to facilitate parent engagement and children's transitions across the early learning continuum, encourage ECFE programs to develop strategic partnerships, and provide a parenting education liaison to other public and nonpublic early learning and care programs to foster coordination. The 2014 Learning for English Academic Proficiency and Success (LEAPS) Act is the nation's most comprehensive legislation in support of English Learners (ELs). The law has three goals for all EL students: (1) academic English proficiency, (2) grade-level content knowledge, and (3) multilingual skills development. Chief among the mandates is the requirement that **all** teachers be skilled in teaching ELs. Delivering these goals will require action at every level of the educational system: state agencies and the Board of Teaching, teacher preparation programs at institutions of higher education, school districts and charter schools, and classroom teachers and school staff. At its heart, LEAPS considers multilingualism as an asset that is linked with such desirable outcomes as stronger executive control systems in the brain and the delayed onset of dementia and other aging-related illnesses. The World's Best Workforce statute requires teacher PD to support student outcomes in five goal areas, including school readiness; requires that LEAs create a plan and a pathway of

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training and career development; and enables MDE to provide training and tools to help LEAs assess teacher strengths and gaps to improve student performance.

Minnesota makes progress on the quality of preschool programs. Minnesota's voluntary TQRIS, Parent Aware, continues to expand both in numbers of providers and numbers of highly-rated providers. According to the Minnesota Department of Human Services (DHS) Parent Aware Quarterly Progress Report (Aug 2014), since its launch in 2007, Parent Aware has expanded to more than 1,638 child care and early learning programs statewide. While all types of child care are eligible for ratings, some types are rated more frequently than others, providing opportunities for system growth: 75% of school-based and 90% of Head Start and Early Head Start programs are rated as are 73% of accredited child care centers and 63% of accredited family child care. Since 2013, when non-accredited programs and Individuals with Disabilities Education Act (IDEA) programs became eligible for ratings, 11% of non-accredited child care centers, 6% of non-accredited family child care centers and 5% of IDEA programs have been rated. These providers are increasingly joining the system: From January to June 2014, non-accredited child care centers increased from 6% to 11%, non-accredited family child care increased from 3% to 6%, and IDEA programs increased from <1% to 5%.

MDE continues to work with DHS and the state's child care resource and referral network, Child Care Aware of Minnesota, to implement and promote the widespread use of Parent Aware among parents and providers. MDE, DHS, Child Care Aware, and Parent Aware for School Readiness, a nonprofit organization that uses private sector strategies such as marketing to improve school readiness in Minnesota, have collaborated to launch www.parentaware.org. This website is a tool to help parents make informed decisions about early childhood program options for their young children. As part of our RTT-ELC work, MDE and DHS established a plan to monitor and continuously improve the rating tool and process. Parent Aware quality measures and indicators are currently being strengthened; revisions will be completed by the end of 2015 and implemented in 2016.

Minnesota continues to coordinate its preschool programs with other resources, create alignment, and channel stakeholder voices. The State Advisory Council on Early Childhood Education and Care, known as the Early Learning Council, is comprised of 30 citizens and early childhood advocates, including four elected officials and four named state agency positions. They meet as a council six times a year and more frequently in committees to advise the

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Governor, state agencies, and the Legislature on strategies and legislation to improve the state's preschool system. They also hold listening sessions and community conversations throughout the state to gather input from diverse stakeholders and hard-to-reach communities. The Council supports the state's Preschool Expansion Plan (See Appendix 4, Letters of Support), as it did the successful RTT-ELC application that enabled Minnesota to establish a firm foundation for the creation of a statewide High-Quality Preschool system. The Council has advocated for additional funding for Early Learning Scholarships to increase Eligible Children's access to child care and early education programs. Additionally, the Council has recommended the development of a Common PreK-3 Framework, a series of research-based recommendations to align early educational experiences from preschool through 3rd grade (otherwise referred to as P-3).

Minnesota promotes the coordination of preschool programs and services with other sectors that support children's early learning and development. In 2011, Governor Dayton created a Children's Cabinet comprised of the Commissioners of DHS, the Department of Health (MDH), and MDE - the three agencies responsible for serving young children and their families. This Cabinet meets monthly to coordinate state agency work that impacts Minnesota children from birth to 12th grade. Policies and programs that have been influenced by this collaboration include improved licensing requirements and training to reduce child mortality in child-care settings; using home visiting services to outreach to isolated or hard-to-reach populations; working with the Minnesota Department of Health (MDH) on early identification and referral for maternal depression; and requiring testing of newborns for severe immune system disorders and serious heart defects. Within MDE, the creation of the Office of Early Learning has increased the visibility of work around early education reform, alignment across P-3, and cross-sector collaboration B-3. Updates to the ECFE statute allow Minnesota to leverage state-funded parenting education and outreach efforts to promote coordination. LEAs can now use ECFE funding to provide a parenting education liaison to Head Starts, child care providers, Early Childhood Special Education (ESCE), other early learning programs, local public health programs, and health care providers.

A(2). Preschool Expansion Plan. Minnesota's Preschool Expansion Plan is designed to work through strategic partnerships to create a voluntary statewide High-Quality Preschool system that promotes and sustains student access, achievement, and family engagement over a continuum from B-3. To implement this plan, MDE has created partnerships with LEAs

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(subgrantees) in nine High-Need Communities. These High-Need Communities have high rates of poverty, low rates of school readiness, low rates of academic performance, high rates of ELs, and high rates of children with special needs. The Preschool Expansion Plan aims to increase access for Eligible Children and implement High-Quality Preschool in these communities while building an infrastructure for a B-3 system that improves student outcomes. Specifically, High-Quality Preschool will be implemented in Transformation Zones, which allow for the simultaneous implementation of innovations and infrastructure across a vertical slice of the education system. That is, Transformation Zones serve to unite stakeholders, service providers, administrators, teachers, parents, representatives from cultural communities, and early learning providers across multiple settings to plan, coordinate services, and ensure that the implementation of High-Quality Preschool meets local needs. (See Criterion D and F.)

As such, subgrantees in these communities will oversee the creation and improvement of preschool slots through a mixed-delivery system to include school-based, charter school-based, center-based (both private and faith-based), licensed child care, and Head Start providers. The Preschool Expansion Plan will build the capacity of these providers to deliver High-Quality Preschool that advances Minnesota's efforts to align standards, expand the Parent Aware TQRIS, enhance parent engagement, broaden culturally competent practice, and strengthen comprehensive assessments, data-informed practices, evidence-based curriculum, cross-sector B-3 coordination, P-3 alignment, and PD, coaching and technical assistance.

A(3) Increased Enrollment of Eligible Children. With funding from this grant, MDE will increase the number and percentage of Eligible Children served in High-Quality Preschool in each year, and year-to-year. Our ambitious and achievable state plan calls for serving 1,143 (3.78% of) Eligible Children in Year One, 1,373 (4.54%) in Year Two, 1,529 (5.05%) in Year Three, and 1,589 (5.25%) in Year Four. In total, MDE will create 5,634 slots in High-Quality Preschool, including 3,428 new slots (60%). We anticipate that the implementation of this plan also will result in High-Quality Preschool slots for non-Eligible Children through the creation of economically-diverse classrooms across a mixed-delivery system of early learning providers.

A(4) Characteristics of High-Quality Preschool. MDE's State Criteria for High-Quality Preschool (See Appendix 2) aligns with the federal program standards as articulated in the Preschool Development Grant - Expansion Grant, and builds from the firm foundation created in our state by Parent Aware, Minnesota's School Readiness Statute, and the Head Start Child

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Development and Early Learning Framework. The State Criteria also draws on the Child-Parent Center (CPC) model that is being expanded in 29 schools in Minnesota and Illinois (*i.e.*, Midwest Expansion) through a USDOE Investing In Innovations (i3) Validation grant. The CPC Midwest Expansion is directed by Dr. Arthur Reynolds at the University of Minnesota's Human Capital Research Collaborative. Co-Principal Investigators include Dr. Art Rolnick and Dr. Judy Temple (UMN), and Barbara Bowman (Erikson Institute). Established in 1967, CPC is the second-oldest publicly funded preschool (after Head Start) and was the first Title I-funded preschool program of the Elementary and Secondary Education Act of 1965. CPC's central features are: (1) the provision of comprehensive services, (2) parental involvement in school to enhance parent-child interactions and engagement, and (3) a child-centered curriculum intended to build academic understanding and skills in essential domains. The model features small class sizes with low staff-student ratios to promote individualized attention. Human Capital Research Collaborative is partnering with MDE to provide PD based on CPC's strong evidence of large and enduring effects on student achievement, high school graduation, and child well-being (Reynolds, Magnuson & Ou, 2010). Dr. Reynolds will provide CPCs tools and PD modules, as well as coaching and technical assistance to ensure the effective implementation of High-Quality Preschool to Minnesota's Program Criteria (See Letter of Support, Appendix 4).

A(5) School Readiness. Minnesota defines school readiness as the skills, knowledge, behaviors, and accomplishments that children know and can do as they enter kindergarten in key areas of child development (See Appendix 3, Set of Expectations for School Readiness). Minnesota's definition of school readiness includes and extends the five Essential Domains of School Readiness as identified in the National Academies Press's (NAP) *Early Childhood Assessment Why, What and How* and the 1995 National Education Goals Panel (NEGP), including Social and Emotional Development; Approaches to Learning; Language and Literacy; Cognitive Development (including mathematical and scientific thinking); and Physical and Motor Development. Minnesota also includes a sixth domain, Creativity and the Arts, which aligns our standards with the Head Start Early Learning Framework. Since 2006, MDE has assessed school readiness based on eight weeks of standards-based observation by teachers using a modified Work Sampling System tool on a representative sample of students. To determine school readiness, MDE calculates a composite score for each child, with an overall proficiency standard of 75% or more in total points across all the observed indicators.

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As part of our RTT-ELC work, MDE reviewed assessment practices statewide and identified a menu of Kindergarten Entry Assessments (KEA) that consistently align to Minnesota's early learning and Kindergarten Academic Standards and thus report on readiness measures that are meaningful to teachers. Beginning in 2016, this work will enable every LEA in the state to report progress to the same measures of school readiness. For the purpose of reporting outcomes from High-Quality Preschool, readiness will be defined per each child's performance on the assessment tool as categorized into "exceeding age expectations," "meeting age expectations," or "not meeting age expectations." Children who are exceeding or meeting age expectations will be considered ready for school. This data will be used in program quality reviews and tracked in our longitudinal data system to enable educators, parents, policymakers, and stakeholders to monitor the effects of High Quality Preschool and trace the impact of early preparation and developmental gains across a child's progress through the educational system.

A(6) Stakeholders. Our Preschool Expansion Plan is supported by a broad group of stakeholders including Governor Dayton, Education Commissioner Brenda Cassellius, the Minnesota Early Learning Council, Minnesota Head Start Association, Start Early Funders Coalition for Children & Minnesota's Future, McKnight Foundation, Child Care Aware, Greater Twin Cities United Way, Chicano Latino Affairs Council, and the Minnesota Elementary School Principals' Association, among others. (See Appendix 4, Letters of Support.)

A(7)(a) Plan to Enhance State Infrastructure. The Preschool Expansion Plan strengthens MDE's infrastructure and capacity to plan, monitor, deliver, support, and scale-up important educational reform efforts. The director of the MDE Division of Early Learning Services and her key staff (See Appendix 18, State Implementation Team CVs) will manage the operations of the State Implementation Team that will oversee, evaluate, and support the creation of High-Quality Preschool programs statewide. This State Implementation Team will monitor implementation to timeline and benchmarks, student progress to key measures (*i.e.*, school readiness, literacy and math proficiency, special education assignment, and closing of achievement gaps), improvement in teacher and administrator knowledge, competencies and practice, and provider quality using Parent Aware. It will provide infrastructure to include clear and ambitious standards; assessments aligned to those standards; PD, coaching and technical assistance; data collection and reporting systems that enable accountability and continuous

improvement; and state-level coordination and convening to increase collaboration, efficiencies, and effectiveness as further detailed in Criterion C and E.

A(7)(b) Plan to Implement Voluntary, High-Quality Preschool (i) in 2015.

Minnesota continues to demonstrate our ability to quickly mobilize people, funding, and supports to bring innovations from concept to classroom. As an example, our new full-day kindergarten went from approved bill to the enrollment of 54,294 children in nearly every LEA in the state in just nine months. Minnesota has key pieces of infrastructure in place to support the rapid implementation of High-Quality Preschool, including strong advocacy through our Early Learning Council; an effective TQRIS; a longitudinal data system scheduled to go live in 2015; parenting and family educators in each LEA; state-funded universal early childhood health and development screenings and related referrals and interventions (including for comprehensive services); and PD and modeling of practice for early childhood educators through MDE's Centers of Excellence, institutes of higher education, and Child Care Aware. Building on this strong foundation, Minnesota will offer 1,143 High-Quality Preschool slots for Eligible Children by Fall 2015 and 5,634 slots in total over the four years of the grant. (See Appendix 1, Table A.)

Karen A. Blase, Ph.D. of the National Implementation Research Network, an organization she co-founded to accelerate growth in the field of implementation science, observed that MDE has "demonstrated the capacity to build functional collaborations, develop and execute ambitious implementation plans, use data to make decisions and use implementation science and best practices to ensure that high quality services actually come to life in early childhood settings" (See Appendix 4, Letters of Support). For the past five years, Minnesota has worked with a National Implementation Research Network initiative, the USDOE Office of Special Education Programs (OSEP)-funded State Implementation and Scaling of Evidence-based Practices (SISEP) Center of the Frank Porter Graham Child Development Institute at the University of North Carolina Chapel Hill. SISEP has reviewed what works in effective implementation across a variety of fields and has created four overarching frameworks, known as the Active Implementation Frameworks, based on these findings. Minnesota's service delivery will include these frameworks and the tenets of Implementation Science, as highlighted below:

Implementation Support. Implementation teams bring expertise and problem-solving skills to the process of implementation. In addition to MDE's State Implementation Team, each subgrantee will head a Leadership Implementation Team and each program will have a Building

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Implementation Team. These teams will meet monthly to monitor data on implementation and outcomes, ensure accountability through rapid cycles of continuous improvement, coordinate comprehensive B-3 services, monitor fidelity to State Criteria, ensure PD and coaching, promote P-3 alignment activities, and promote the participation of Eligible Children and their families.

Implementation Stages. Over the four years of the grant, implementation of the High-Quality Preschool program will follow four stages: Exploration, or planning, Installation or capacity-building, Initial Implementation, and then Full Implementation, in which the program will become embedded in practice.

Implementation Drivers. These drivers anchor the practice and support its sustainability: Competency Drivers support PD with selection, training, coaching, and performance assessment. Organization Drivers build the systems that support the practice, including data systems, human resources management, and financing. Leadership Drivers focus on providing the right leadership strategies for all types of challenges.

Policy-Practice Loop. This accountability practice allows for regular cycles of review (at least monthly) and improvement utilizing the Plan-Do-Study-Act method to identify strengths and put solutions into action rapidly.

A(7)(b)(ii) Subgrantees. At least 95% of this grant request will be subgranted to LEAs in nine High-Need Communities to plan, prepare, implement, and scale-up High-Quality Preschool as further detailed in Criterion D and E. Our subgrantees are the LEAs in each High-Need Community: Albert Lea, Austin, Columbia Heights, Fridley, Itasca County, Rochester, Minneapolis, St. Paul, and White Earth Reservation (*i.e.*, Waubun-Ogema-White Earth and Mahnomen school districts and Circle of Life Academy, a Bureau of Indian Education school).

A(7)(b)(iii) Outreach. Minnesota will support each subgrantee in culturally linguistic and appropriate outreach and communication that builds on existing initiatives, including www.parentaware.org and www.mnparentsknow.org, parent resource websites with multilingual auditory features, and the MDH's Emergency Coordinated Health Outreach (ECHO), a multi-lingual public television broadcast that features experts from Minnesota's various cultural communities sharing information on accessing childhood screenings and other services. MDE will support subgrantees in continuing effective partnerships and practices such as embedding cultural liaisons in schools and working with nonprofit case managers to coordinate services and communicate with hard-to-reach families. Minnesota's ECFE program will provide

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Parent Liaisons in each Transformation Zone whose job will focus on finding creative and meaningful opportunities to connect families to preschool programs through educational events such as parent-teacher nights, or cultural events such as community meals. Finally, MDE, MDH, and DHS are exploring the introduction of a National Help Me Grow online and telephone referral system to provide families with multilingual access to education and health information.

B. Commitment to High-Quality Preschool. Minnesota's commitment to early childhood education began in 1974 with a pilot of ECFE in six school sites. In the 40 years since, and especially in the last four with RTT-ELC funding, Minnesota has made significant progress in offering quality early education opportunities that demand results for students of all socio-economic statuses, races / ethnicities, needs and abilities. Our state has accelerated efforts to align standards, expand the Parent Aware TQRIS, enhance parent engagement, broaden culturally competent practice, revise our core competencies to integrate the Board of Teaching standards and field-developed competencies, and strengthen comprehensive assessments, data-informed practices, evidence-based curriculum, cross-sector B-3 coordination, and P-3 alignment. Today in Minnesota there are 21,645 preschool slots, including state-funded supplemental Head Start slots and School Readiness slots to provide access to early learning for vulnerable populations. In 2014-2015, our state's total educational investment in early childhood initiatives exceeds \$(b)(4). Our state's ambitious yet achievable Preschool Expansion Plan bridges the advances made with RTT-ELC funding and the Governor's proposal for universal preschool in 2018, allowing us to expand access to preschool for children and communities with the highest need, and thus help our state accelerate the closing of our achievement gap.

B(1) Standards. The ECIPs form the backbone of our early childhood and development programming, informing measures of school readiness as well as licensing, instruction, ECSE instruction, PD, assessment and Parent Aware quality ratings across all provider settings. Minnesota's ECIPs offer common language to help us share developmentally appropriate expectations for what children should know and be able to do at certain ages. (See Appendix 7, Minnesota's Early Learning Standards). They were created through a rigorous and inclusive development process that was grounded in research (Shore, Bodrova, & Leong, 2004), using evidence-based criteria to select key indicators (Scott-Little, Kagan, & Frelow, 2003; Neuman & Roskos, 2004). Minnesota also intentionally aligned the ECIPs with the Head Start Early

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Learning Framework to ensure that a unified set of standards informed planning and instruction across all early childhood environments.

In 2007 and 2005, respectively, two draft ECIPs standards, one for birth to age 3 and another for age 3 through kindergarten entry (age 5), were reviewed by hundreds of administrators, teachers, and caregivers who contributed to the subsequent revisions. Minnesota's ECIPs received strong reviews from experts, including review of the birth to age 3 standards by child development experts at WestEd, and review of the age 3 to 5 standards by Catherine Scott-Little, Ph.D. and the Center for Improvement in Early Reading and Achievement. Based on the reviews and evidence, early childhood experts and Minnesota practitioners concluded that our standards were developmentally, culturally, and linguistically appropriate. ECIPs are being aligned to our Kindergarten Academic Standards and Common Core ELA K-3 standards in two domains: language and literacy, and social and emotional development. When these revisions are complete in 2015 they will usher in a process of coordinated revisions that will continue annually, led by the state's early childhood content experts, practitioners, and stakeholders. This process will (1) focus on revising one domain at a time to enable reviews of greater depth and more significance, (2) ensure that ECIPs remain aligned with K-12 standards as those are revised, and (3) support transitions with standards that intentionally build through 3rd grade (P-3).

B(2) State Investment. Over the last four years, Minnesota has significantly increased investment and expanded access to quality early education and child care opportunities. The state invested \$48 million in Early Learning Scholarships each biennium that increased access to child care and early education programs for 10,000 Eligible Children. During this time the state also improved access for another 2,000 children by providing higher reimbursement rates for families receiving Child Care Assistance Program funding, or CCAP (*i.e.*, TANF and Child Care Development Funds), if they used this funding to send their children to preschool programs that are highly rated on Parent Aware.

In its last two-year session, Minnesota's state Legislature increased education funding by \$^{(b)(4)}, which enabled LEAs to offer voluntary full-day kindergarten without charge to families; increased the number of Eligible Children who can attend high-quality preschool programs via School Readiness Scholarships; increased the per-pupil aid formula; and expanded special education funding in underserved communities.

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Even without the increased financial investment, Minnesota's budget demonstrates extraordinary commitment to early education. We are among the only states to contribute supplemental Head Start funding: Our state allocates \$20.1 million annually to serve an additional 729 Eligible Children age birth through 3 in Early Head Start and 1,422 Eligible Children age 3-4 in Head Start. We were a pioneer in funding ECFE and still spend \$44.5 million annually on parenting education. Our state's commitment to early literacy is embedded in our budget, where our Read Well by Third Grade initiative supports the operations of the Minnesota Reading Corps. Reading Corps is an evidence-based model of assessments, interventions, tutors, and coaches that expands preschool capacity and has been validated in a rigorous evaluations to accelerate reading skills among struggling preschoolers in general, and students of color in particular -- making Reading Corps a key part of the state's strategy for closing the achievement gap. (See Appendix 13, Minnesota Reading Corps Evaluation.)

Minnesota has been creative in designing incentives to promote early learning and school readiness. We allow qualified LEAs to opt to use general education formula funds for preschool programs. Minnesota's State Literacy Incentive Aid rewards school districts for the number of 3rd graders who reach proficiency on our standardized Minnesota Comprehensive Assessments (MCA), and for the growth of 4th graders in reading scores between 3rd and 4th grade. This bonus money can, in turn, be channeled back to support effective early learning that will pave the way for reading achievement in 3rd grade and support state efforts to close the achievement gap.

Minnesota spends about \$124 million annually on ECSE to meet the needs of infants, toddlers, and preschool children with disabilities, and provides flexibility in the use of the funding to encourage inclusion. For example, LEAs that include children with disabilities in their preschools may use general education K-12 monies to help pay for those slots. If any of those children with disabilities also are below 185% of the FPL, LEAs receive additional compensatory funds. LEAs that use School Readiness Formula Funds can leverage the state's commitment to special education to their advantage: they can create team-teaching models in preschool classrooms for children with disabilities, knowing that the state will pay 68% of the staffing costs, including the cost of paraprofessionals.

In addition to state funding for ECSE, Minnesota receives about \$7 million in federal funds annually to support Early Intervention for Infants and Toddlers with disabilities. About 60% (\$4.2 million) goes directly to providers, and the rest supports public awareness and

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outreach, PD, and state monitoring and oversight. Minnesota also receives about \$7 million in Federal Part B, Section 619 funds annually for children with disabilities ages 3-5; about (b)(4) % of that money. (\$(b)(4)) flows directly to LEAs.

Further, Minnesota allows the use of federal funds to support preschool programs. LEAs can redirect Title I monies to fund school-based preschools that adhere to the Head Start Early Learning Framework. Families receiving CCAP funding can use this money for preschool programs, and can earn higher reimbursement rates if those preschool programs are highly rated on Parent Aware. Table B (See Appendix 8) describes the State's financial investment and number of children served in State Preschool Programs.

B(3) Legislation. Minnesota's Preschool Expansion Plan builds on the solid ground created by legislation, policies, and practices (See Appendix 9) that have been intentionally designed to support preschoolers in achieving school readiness, including: *School Readiness Formula Funding*, which established our state school-based prekindergarten program with funding to each LEA based on the number of 4-year-olds and total number of students enrolled in the district who are free / reduced-price lunch eligible. Children served by the School Readiness program must be designated as at-risk by the district; factors for determining risk are free/reduced-price lunch eligibility, EL status, homelessness status, an individualized education program (IEP) or an individual interagency intervention plan (IIIP), or identification through required screenings as having a risk factor with the potential to impede learning. *Early Learning Scholarships* level the playing field for low-income families by providing them with resources to choose quality preschool programs, and incentivizing providers to achieve, promote, and maintain quality. *Head Start Supplemental Funding* codified Minnesota's commitment to Head Start by providing state funding to add seats beyond what the federal government funds. Full-day kindergarten allows LEAs to opt to offer free full-day kindergarten programs. The World's Best Workforce statute requires teacher PD to specifically support student outcomes in five goal areas, including school readiness; requires that LEAs create a plan and a pathway of training and career development; and enables MDE to provide training and assessment tools to help LEAs assess strengths and gaps to improve student performance. For the first time in the state, WBWF created LEA accountability for measuring school readiness: LEAs use an assessment tool from MDE's approved menu and provide a plan for implementing their KEA annually. Additionally, WBWF requires LEAs to create a detailed literacy plan that leads

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to 3rd grade reading proficiency, inclusive of parent engagement, evidence-based interventions, and PD focused on 3rd grade reading. Further, the 2014 Learning for English Academic Proficiency and Success (LEAPS) Act allowed for teaching ELs in their home language, thus creating a stronger base on which to teach English-language content and creating greater continuity between the home and school environment.

Parent Education. Minnesota created the ECFE Program to provide parenting education to support children's learning and development. A dual-generation program, ECFE serves children and adults and requires both licensed early childhood and parenting education teachers. The ECFE statute was updated to allow LEAs to extend their parenting and family education and services P-3 to facilitate parent engagement and children's transitions across the early learning continuum, encourage ECFE programs to develop strategic partnerships, and provide a parenting education liaison to other public and nonpublic early learning and care programs to foster coordination. Minnesota established Parent Aware as the states' TQRIS. Parent Aware educates parents to be the drivers of a market for High-Quality Preschool programs.

Implementation Support. Minnesota established Centers of Excellence to support PD, coaching, and technical assistance. MDE is aligning and consolidating centers created under multiple funding streams with separate focuses on educators of young children with disabilities and general education educators. As of 2014, there are six strategically located centers statewide supporting implementation, fidelity, and workforce development for LEA staff.

B(4) Quality. Minnesota's voluntary TQRIS, Parent Aware, provides parents with an easy-to-use 4-star rating scale and early learning providers with a clear roadmap for quality improvements that are based on research and aligned to both national quality standards (*i.e.*, Head Start Early Learning Framework, National Association for the Education of Young Children, or NAEYC) and state learning standards. The Parent Aware tool is currently undergoing revisions to strengthen its measures and indicators.

Minnesota's State Criteria for High-Quality Preschool builds upon and benefits from Parent Aware's unique approach to driving quality. Parent Aware makes school readiness an explicit goal by aligning quality indicators to the ECIPs and focusing on monitoring children's progress to inform instruction. The Parent Aware Year Four evaluation (Tout, et. al., 2011) found that significant positive gains were made from fall to spring on measures assessing preschoolers' receptive and expressive language, pre-literacy skills, pre-math concepts, and

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social competence and approaches to learning. The magnitude of positive gains was larger for children from low-income families. (See Appendix 14, Highlights of Parent Aware Evaluation.)

B(5) Coordination. The Early Learning Council advocates for coordinating programs, resources, and evolving needs across the spectrum of early learning providers, including Head Start and the community action programs under which many Head Starts operate, licensed family child care providers and child care centers, providers in rural counties, those serving special populations, etc. Among the Early Learning Council's current initiatives is advocacy for the expansion of state Early Learning Scholarships, the development of a Common P-3 Framework, the creation of standards for targeted home visiting programs, and the creation of a dashboard (e.g., report card) of key metrics including health indicators, supports for family, and education.

The Head Start Child Care Partnership, run by regional Head Start grantees, has been a boon in our state's rural areas. Under this federal program, child care centers and licensed family child care providers are assisted in serving Head Start-eligible children to the Head Start Early Learning Framework, but may also serve non-eligible children who also get access to Head Start's comprehensive services. This coordination leads to more and better services for students, and inclusive and economically diverse settings for Eligible Children. Rochester schools, which are included in this grant, are an excellent model of this kind of partnership in our state.

MDE fosters coordination of services to children and families experiencing homelessness through our homeless liaison, who communicates regularly with the homeless liaison in each LEA to assess needs, identify resources, inform policy, and report per the provisions of the McKinney-Vento Act. Within each Transformation Zone, Leadership Implementation Teams will coordinate with the Minnesota Interagency Council on Homelessness to improve access to early childhood programs as resources for families with young children who are homeless, a stated strategy of their strategic plan, *Heading Home: Minnesota's Plan to Prevent and End Homelessness*. The plan coordinates strategies across departments and with regional initiatives.

MDE also is the designated lead agency for implementation of Part C of the Individuals with Disabilities Education Act (IDEA) and the state education agency for Part B. As such MDE coordinates the state and local infrastructures that support young children with disabilities and their families. Minnesota allocates Part C and 619 discretionary funds to support two cross-sector councils: Interagency Early Intervention Committees (IEICs) and Regional PD Councils. Each regional IEIC includes representatives from school districts, Head Start grantees, child care

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resource and referral entities, and representatives of public health, social services and an agency serving families experiencing homelessness who meet quarterly to maintain a comprehensive interagency service delivery system. MDE dedicates 10% of each year's Federal Part C allocation to the IEICs to plan and implement effective public awareness and outreach strategies. Regional PD councils meet at least quarterly to assess needs, recommend PD related to serving children with high needs, and promote the coordination and continuity of intervention strategies across settings. These councils draw membership from Head Start grantees, institutions of higher education, the child care resource and referral system, and local preschool program staff from school-based programs or other early care and education programs. See also G(2), below.

B(6) Cross-Sector Coordination. At the state level, the creation of the MDE's Office of Early Learning, established in 2011, has increased the visibility of work around early education reform, alignment across P-3, and cross-sector collaboration B-3. Through advocacy, events, and marketing, the Office of Early Learning facilitates coordination and channels stakeholder voices into educational reform efforts. It also supports the work of MDE's Division of Early Learning Services which provides dedicated staff, systems, and tools to lead educational reform initiatives, monitor scaling, and coordinate alignment and collaboration across the educational spectrum. The director and key staff from the Division of Early Learning Services will run the State Implementation Team. Further, they will coordinate with program staff at DHS, which implements Parent Aware, and at MDH, which provides home visits, child health insurance, and related health services. Problem-solving and decision making authority is added as needed by raising issues above the State Implementation Team to the deputy commissioner level, and from there, to the commissioner level through the Children's Cabinet, the coordinating body for the state's children- and youth-serving agencies.

At the Transformation Zone level, Subgrantees head Leadership Implementation Teams that foster cross-sector coordination by stakeholder involvement in mobilizing and delivering services. Members of the team include representatives of the mixed-delivery system of early learning providers, including school-based, charter school-based, center-based (both private and faith-based), licensed child care, and Head Start providers. These teams also include county-level providers of health, mental health, nutrition, adult education, training and child welfare. This work is facilitated by Community Coordinators, who create linkages between programs and comprehensive service available in the community served.

C. Ensuring Quality in Preschool Programs. Minnesota's Preschool Expansion Plan significantly increases the quality and coordination of services that are available to preschoolers in our state, thus helping them to be fully prepared for success in kindergarten and beyond. It expands on state efforts to align standards, expand Parent Aware, enhance parent engagement, expand culturally competent practice, and strengthen comprehensive assessments, data-informed practices and evidence-based curriculum, cross-sector (B-3) coordination, P-3 alignment, and PD, coaching, and technical assistance, by introducing State Criteria for High-Quality Preschool (See State Criteria, Appendix 2). The State Criteria aligns with the federal program standards as articulated in the Preschool Development Grant - Expansion Grant, and builds from the firm foundation created in our state by Parent Aware, Minnesota's School Readiness Statute, and Head Start requirements (See State Criteria Quality Crosswalk, Appendix 10). State Criteria also draw from the CPC model, now being expanded in Minnesota through a USDOE i3 Validation grant. CPC has strong evidence of large and enduring effects on student achievement, high school graduation, and child well-being (Reynolds, Magnuson & Ou, 2010).

C(1)(a) Standards. The ECIPs form the backbone of our early childhood and development programming, informing measures of school readiness as well as licensing, instruction, ECSE instruction, PD, assessment and Parent Aware quality ratings across all provider settings. When revisions to the ECIPs are completed in 2015 they will, for the first time, present a continuum of developmental growth targets from birth to kindergarten entry at age 5. This work will usher in a process of coordinated revisions that will continue annually, led by the state's early childhood content experts, practitioners, and stakeholders. This process will (1) focus on revising one domain at a time to enable reviews of greater depth and more significance, (2) ensure that ECIPs remain aligned to K-12 standards as those are revised, and (3) support transitions with standards that intentionally build to 3rd grade (P-3).

Research shows that P-3 alignment is critical to sustaining long-term results in high-need populations. The magnitude and endurance of public preschool impacts are rarely sufficient to close achievement gaps or raise performance to the national average and beyond. Evaluations of state-funded preschool programs show average effects of 0.25- 0.30 standard deviations at kindergarten entry that, while meaningful, tend to drop over time (Karoly, et.al., 2005). Deliberately aligning early learning standards with K-3 content standards promotes children's healthy development, social and emotional skills, motivation and engagement in learning as well

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as progress in learning literacy, language, mathematics and science, and make children's gains in High-Quality Preschool more likely to persist (The Pre-K Coalition, 2011).

P-3 alignment is elemental to the CPC model, as it is to the State Criteria. Chart 2 (below) summarizes the magnitude of effects for CPC preschool and its P-3 component as reported in studies conducted as part of the Chicago Longitudinal Study (Reynolds, Template, Roberson, & Mann, 2002) that follow a CPC cohort in 1983-1989 who were born in 1980. The entire group of 989 children (93% Black; 7% Latino) in 20 centers is compared to 550 children of the same age who attended randomly selected schools participating in another early intervention (*i.e.*, full-day kindergarten). Over 90% of the original sample has been followed successfully into adulthood with no evidence of selective attrition or bias. Estimates were adjusted for child and family background factors (*e.g.*, socio-economic status, home environment, race/ethnicity, and program sites). Outcomes were school readiness as determined by cognitive composite scores on Iowa Tests of Basic Skills, 3rd grade achievement based on reading proficiency in the Iowa Tests of Basic Skills, remedial education determined by assignment to special education and / or grade retention, and high school graduation.

Chart 2. Average Effects of CPC Participation From the Chicago Longitudinal Study.
(in Standard Deviations)

Component	School Readiness	3rd Grade Reading	Remediation	Graduation
Preschool	0.62	0.30	-0.40	0.30
PreK-3	--	0.53	-0.31	0.25

The Chicago Longitudinal Study found that large effects on school readiness remained significant throughout the schooling process to high school graduation (Reynolds, Template, Roberson, & Mann, 2001, 2002). Program participation also was linked to lower rates of later delinquency and crime (-0.30 standard deviation) as well as school mobility (-0.35 standard deviation). These are significant impacts. For school readiness, this is equivalent to a 25% improvement in proficiency and to an 11% improvement (61% vs. 50%) over the comparison group in high school graduation (Ou & Reynolds, 2006). A 2001 CPC preschool cohort was

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found to exceed those in other publicly funded preschools by 1/3 standard deviation in language proficiency at the end of the program.

C(1)(b) Program Criteria. Minnesota's State Criteria for High-Quality Preschool (Appendix 2) has eight core components, below. All subgrantees agreed in their preliminary MOUs (Appendix 15) to ensure that early learning providers build on existing components and / or develop capacity as needed to deliver these components:

- *Teaching Staff.* Preschool programs across the mixed-delivery system will offer trained and qualified staff to include classroom teachers and teaching assistants. These will be supported by a Lead Early Learning Facilitator (hereinafter, Instructional Leader) who will coach teachers, ensure fidelity to the State Criteria, and foster P-3 alignment. This staff will be supported in each LEA by a Community Outreach Facilitator (hereinafter, Community Coordinator) who will secure linkages, make home visits, and manage delivery and referral of wrap-around comprehensive services, and a Family Engagement Facilitator (hereinafter, Parent Liaison) to engage and educate families. While the Parent Liaison's focus will be on connecting parents and families to the program, and the Community Coordinator's focus will be on connecting programs to community resources, there is natural overlap between these positions that will strengthen the program; there will be at least two professionals working collaboratively to develop strategies, make connections for families, and follow-up on referrals in each Transformation Zone. Parent Liaisons and Community Coordinators will be competent in the cultures represented in their Transformation Zone and bilingual whenever possible
- *Learning Environment.* Early learning providers across all settings will offer full-day instruction, ensure staff-student ratios do not exceed 10:1 in classes limited to 20 students, provide access to comprehensive services, and conduct regular assessments using Classroom Assessment Scoring System, or CLASS (Pianta, La Paro & Hamre, 2008) to inform program operations.
- *Curriculum.* Classroom teachers will employ a balance of child-directed and teacher-directed activities using evidence-based curriculum that aligns with the ECIPs and provides focused support for ELs. All subgrantees have agreed to incorporate the Minnesota Reading Corps, an evidence-based model of assessments, interventions, tutors, and coaches that expands preschool capacity to focus on literacy as a key domain.

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Rigorous evaluations (Markovitz et. al., 2014) have proven Reading Corps' effectiveness in accelerating literacy acquisition among struggling readers in general, and in students of color in particular -- making Reading Corps a key part of the state's strategy for closing the achievement gap. (See Appendix 13, Minnesota Reading Corps Evaluation.)

- *Alignment.* Subgrantees must demonstrate P-3 alignment in curriculum and practice, strategies to provide strong transitions into kindergarten, and linkages between preschool and K-3 providers and other community settings.
- *Parent and Community Engagement.* Providers must have a clearly articulated strategy for family and community engagement, including assisting families with accessing support services in their primary language (*i.e.*, employing cultural liaisons among other strategies that our subgrantees currently use), and ensuring all participating families are eligible for home visits. Parent Liaisons will consult at parent resource rooms located at each program that provide material and resources on parenting and comprehensive services. They will lead workshops and training intended to support greater family engagement, and organize the activities of state-mandated parent advisory councils. In the classroom, teachers will welcome parent volunteers and work with the Parent Liaison to plan activities and recruit parents to be involved in the school...
- *Student Population.* Subgrantees must ensure that the students to be served meet the definition for Eligible Children, and that classrooms are inclusive and diverse, including economically diverse populations.
- *Professional Development.* Subgrantees will ensure that there is a plan to provide relevant early childhood education to K-3 principals and center directors, that professional learning communities will include early childhood educators across the P-3 continuum, and that early childhood educators across the mixed delivery system have both PD plans and the time to complete training. Coaching will be introduced to support preschool program staff in performing formative and summative assessments, using data to inform instruction, and supporting children's learning and development in multiple domains, among other practices.
- *Facilities.* Subgrantees will ensure that providers in their mixed-delivery systems provide safe, secure, and appropriate preschool locations. Subgrantees will amend long-range

facility plans to accommodate the expansion of High-Quality Preschool across all early learning settings.

These core components will be implemented as a set of strategies that can promote strong and enduring effects on children's school readiness and long-term achievement. The Preschool Expansion Plan draws from the CPC model in presenting six key strategies to be implemented:

1. High-quality preschool in small classes taught by teachers with bachelor's degrees and assisted by teaching assistants with at least associates' degrees.
2. Curricula and instructional practices align to the ECIPs and are intentional in building academic understanding and skills in essential domains.
3. Comprehensive family services coordinated by the Parent Liaison and Community Coordinator that include family engagement and community resource mobilization.
4. A Building Implementation Team to oversee implementation, comprehensive service delivery, and continuous improvement at the program level, to be headed by Instructional Leaders in collaboration with the principal or center director.
5. Transition to kindergarten fostered by Instructional Leaders in partnership with the principal or center director, who collaborate to ensure P-3 alignment across curriculum and practice.
6. On-going PD and coaching for Instructional Leaders, who in turn train and coach classroom teachers (and teaching assistants where possible) in implementing and aligning evidence-based curricula and instructional and data practices.

C(1)(c) High-Need Children. Comprehensive services are integrated into the preschool environment, starting with universal early childhood health and development screenings required by state statute. Results of screenings for vision, hearing, height and weight, development assessments, immunizations review, and identification of risk factors that can influence learning are shared with the family and used by the Preschool Intervention and Referral Team in each LEA to consult with teachers and families and recommend interventions, referrals, or assignment to special education. Children with disabilities are included in the High-Quality Preschool programs. Children with disabilities are served in the least restrictive environment with IEP goals addressed in the context of the curriculum and daily activities.

Support for ELs will be embedded in the High-Quality Preschool program. MDE is working with the World-Class Instructional Design and Assessment (WIDA) Consortium, which

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created Early English Language Development and Spanish Language Development standards that describe the social and academic language ELs need to process and produce across standards-based curriculum in early care and education programs. WIDA will train preschool teachers to use strategies that support ELs including using children's home language in the early childhood curriculum, comparing effective practices for ELs and English speakers in English-only programs, promoting language development in English and the home language, and involving families in supporting children's language learning. These strategies help children to achieve English-language competencies and maintain their fluency over time. See also E(9).

Workforce training in strategies for supporting children with disabilities and ELs will be developed in PD Councils and delivered through the Centers of Excellence, institutes of higher education, and Child Care Aware. Regional PD councils meet at least quarterly to assess needs, recommend PD related to serving children with high needs, and promote the coordination and continuity of intervention strategies across settings. These councils draw membership from Head Start grantees, institutions of higher education, the child care resource and referral system, and local preschool program staff across preschool settings.

C(1)(d) Needs Assessment. As part of the Exploration (planning) process (January-March 2015, as further detailed in Criterion E), subgrantees will conduct asset mapping to determine the "inventory" of existing preschool slots, and whether they have the space, staff and other resources to be improved to meet state Program Criteria. They will consult with local Head Start programs that conduct needs assessments annually. And subgrantees also will build on the needs assessment required by our state's ECFE statute; this preparation includes an assessment of their population of 3-year-olds and thus, their incoming preschool population; the appropriateness of available classroom space; transportation needs; and the commitment of partners, including early learning intermediary organizations, with the capacity for broad community outreach. Subgrantees will determine the number of teachers who can meet upgraded education and licensure requirements (discussed in C.1.E., below). At the end of 90 days, subgrantees will present MDE with an implementation plan confirming their High-Quality Preschools' locations, staffing, and enrollment.

C(1)(e) Teacher Requirements. The State Preschool Expansion plan will require that the Instructional Leaders and classroom teachers across all early childhood education provider settings have bachelor's degrees in early childhood education or a related field. Minnesota works

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with institutes of higher learning and other providers to help teachers earn their degrees, and offers incentives such as TEACH scholarships to offset the cost of teachers' continuing their higher education. The Instructional Leaders also must be licensed in early childhood education. Teaching assistants will have at least associates' degrees. These requirements exceed current hiring practices. In return, preschool teachers and teaching assistants will earn comparable salaries to local K-12 instructional staff.

C(1)(f) Professional Development. As part of our RTT-ELC work, Minnesota revised our Knowledge and Competency Framework for Early Childhood Educators (KCF) and integrated it with our Board of Teaching Standards (Birth-12) to create a shared framework for PD in support of P-3 alignment, which is a major goal of the Preschool Expansion Plan. The KCF serves as a guide for practitioners to improve, measure and demonstrate their work with children and families in eight areas (*i.e.*, core competencies):

1. Child Development and Learning
2. Developmentally Appropriate Learning Experiences
3. Relationships with Families
4. Assessment, Evaluation and Individualization
5. Historical and Contemporary Development of Early Childhood Education
6. Application through Clinical Experiences
7. Professionalism
8. Health, Safety and Nutrition

It should be noted that in creating the revised KCF, MDE determined that it was important to articulate each competency without dictating the methods or strategies to be used. Early childhood professionals helping children learn pre-writing skills, for example, might use different strategies in a Montessori program than in a Head Start program. During this grant period, MDE will convene practitioners, coaches, and educators from institutes of higher education, and experts from cultural communities, to review research and evidence-based practices to result in a document that provides example strategies for each competency. Classroom staff will benefit from this support document as they work to develop their own competencies with ELs, in family engagement, and in preparing children for school.

MDE's cadre of master trainers, also developed with RTT-ELC funding, will deliver PD based on the KCF and aimed at increasing the knowledge and skills of early childhood educators

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in each competency. Master trainers will provide a training of trainers explaining how to use the KCF to create learning objectives and coursework. These trainers in turn, will offer training to early childhood professionals across the state on theory and methods leading to the development of competencies. Instructional Leaders will be trained in the KCF and are expected to coach classroom staff in developing their competencies during the school year. Instructional Leaders may use one or more of a menu of environment or teacher / child interaction assessments to determine teachers' demonstration of new knowledge and skills. Examples of these types of assessments are the CLASS, the Teaching Pyramid Observation Tool (TPOT), and the Early Language and Literacy Classroom Observation (ELLCO). Classroom staff will use the KCF and the individual training needs assessment tool developed by the DHS to self-assess once a year, and then work with the Instructional Leader to develop a personalized plan for their continuing professional education.

PD will support the implementation of High-Quality Preschool. Master trainers will deliver PD on content including incorporating the ECIPs in classroom instruction, implementing evidence-based curriculum, administering authentic child assessments, and supporting young children's learning and development in the Essential Domains, among other critical skills. This PD will be supported by coaching provided in the preschool classrooms by the Instructional Leaders. Coaching is essential to the model. Research (Joyce and Showers, 2002) shows that typically only 5% of professionals implement new practices after participating in a training session or workshop. However, when they work post-training with a coach who continues to provide instruction and feedback on the new practices over time, 95% adopt the practice.

Instructional Leaders, in turn, will be supported by MDE Implementation Coaches. As part of their overall duties, these Implementation Coaches will visit preschool programs at least quarterly to coach Instructional Leaders and classroom teachers, check fidelity to State Criteria against a program checklist, and review data with program staff. Implementation Coaches also support Leadership Implementation Teams in using the tenets of Implementation Science to scale innovative practices. Finally, principals and center directors will be trained in early childhood development and the State Criteria at an annual pre-service training day in August.

Partner Human Capital Research Collaborative will provide PD based on the Child-Parent Center's strong evidence of large and enduring effects on student achievement, high school graduation, and child well-being. Dr. Reynolds is partnering with MDE to provide CPC's

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tools and PD modules, as well as coaching and technical assistance to ensure the effective implementation of High-Quality Preschool to Minnesota's Program Criteria (See Letter of Support, Appendix 4). CPC will provide PD in support of its model at a pre-service Institute to be held each August and during the school year. This PD will demonstrate effective practice and provide opportunities for teachers to conduct inquiry and practice new skills and techniques. Key areas of focus are relationships, balance of teacher-directed and child-initiated instruction, and sharing responsibility for children's learning. PD modules may include content around classroom conversations, read alouds, acting out ideas, children as authors, using blocks for learning, and making movement matter. CPC PD materials are housed online and include videos, reflection questions, goal-setting for practice and other written resources that teachers can access from school or at home. PD is job-embedded through a professional learning community facilitated by the Instructional Leader that is horizontally and vertically aligned (*e.g.* all preschool teachers and assistants, and all preschool teachers with all kindergarten teachers). Teaching assistants are included in these professional learning communities to the greatest extent possible.

PD also will support seamless transitions and greater alignment between preschool and 3rd grade. In January 2014, MDE collaborated with the Greater Twin Cities United Way, the Minnesota Elementary School Principals Association and TIES (an education technology collaborative of 49 Minnesota school districts) to launch the P-3 Leadership Institute. To be scaled in this grant, the P-3 Leadership Institute has a four-fold mission: (1) to support and expand educational leaders' knowledge of developmentally appropriate educational practices across the P-3 continuum. (2) To introduce the structure and culture of elementary schools to early childhood educators and of early childhood education to elementary school educators. (3) To define and inform the creation of pathways from early childhood programs into the early elementary grades in the communities served by participants. And (4) to create positive relationships and foster joint professional learning communities among early childhood educators, elementary school leaders, and community partners. Within the P-3 Leadership Institute, educators worked to develop common language and goals across the P-3 continuum, and to identify resources to sustain the implementation of this continuum. This work is incorporated into this grant proposal: The P-3 Leadership Institute will provide training around use of revised standards, alignment of curriculum to the State Criteria for High-Quality Preschool, and improved assessment tools and practices.

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C(1)(g) Statewide Longitudinal Data System. MDE will launch our Early Childhood Longitudinal Data System (ECLDS) in 2015, which will contain key B-3 data as further described below. MDE will continue to enhance this system to link to Minnesota's Statewide Longitudinal Education Data System (SLEDS), which integrates K-12, higher education, and wage data to support lifespan analyses, by 2018. Together, these systems (ECLDS and SLEDS) will constitute Minnesota's ability to examine outcomes on public investments in children from cradle to career (also referred to as P20 systems). (See Timeline, Appendix 20.).

The ECLDS will link and aggregate data collected by agencies charged with providing services to youth and families (*i.e.*, the state departments of Education, Human Services, and Health). It will integrate data across previously segregated data sets, including but not limited to the child care subsidy program, birth records (*i.e.*, marriage, health), ECSE, Parent Aware ratings, child care licensing, E-12 teacher licensing, KEA results, Minnesota professional registry and certification system, K-12 enrollment and assessment, and Women Infants & Children programs. Data to be collected includes, but is not limited to, age, race and ethnicity, LEA, ZIP code of residence, free or reduced price lunch eligibility, program enrollment, program setting (*e.g.*, school-based, charter school-based, center-based, licensed child care, and Head Start providers), attendance rates, assignment to special education or English Learner status, scores on various assessments, and standardized test scores. This connectivity will promote investigation of student outcomes to teacher qualifications, health issues to educational outcomes, measures of school readiness to high school graduation, and other data for analysis that currently is not available.

Data are linked longitudinally across programs at the child level and can be queried by program type or by cohort (*e.g.*, all 4-year-old English Learners, all children attending High-Quality Preschool) to monitor outcomes over time. Public access via a web site to be launched in December 2015 will enable all stakeholders to select data from the centralized system to run reports and analytics on outcomes data on children served by publicly-funded programs in Minnesota. These outputs will be high-level, aggregated analyses (to ensure data privacy).

MDE also is working to extend ECLDS to track children by their unique education identifier (*i.e.*, Minnesota Automated Reporting Student System or MARSS number) years before they enter kindergarten. Through the new Early Education (EE) Student project, children registered in public preschool funded by School Readiness formula monies and/ or ECFE classes

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are assigned a MARSS number. By extending the MARSS identifier into the preschool general education environment, we can better understand children's early learning experiences and progress prior to kindergarten, into kindergarten, and beyond, and use this to inform policies, programs, and interventions...

... **C(1)(h) Assessments.** Minnesota is implementing (2014-2015) a comprehensive assessment system to support early childhood educators in informing curriculum and instructional strategies. This early childhood assessment system supports decision-making across provider settings (*e.g.* school-based, charter school-based, center-based, licensed child care, and Head Start providers) and across points in time (*e.g.*, during the preschool years, at kindergarten entry and exit) so that care and education environments are improved and more children are ready for school. As part of our RTT grant, MDE leveraged an existing Screening Taskforce to provide recommendations to increase access to developmental screenings by implementing online versions of the Ages and Stages Questionnaire & the Ages and Stages Questionnaire-Social Emotional for use by parents and providers. An Assessment Task Force was created to recommend how to implement supports for formative assessment in preschool, and assessment practices across sectors, ages and preschool settings. The assessment tools included in this effort include screening tools, formative child assessments, environment assessments, and tools that measure adult-child interactions.

The Preschool Expansion Plan calls for a comprehensive assessment system that includes increased supports for formative assessment in preschool programs, including a menu of approved KEA tools, PD on assessment and curriculum delivered through the Centers of Excellence, institutes of higher education and Child Care Aware, and ongoing coaching on assessment tools and evidence-based practices. Preschool classroom teachers are expected to assess children throughout the school year starting at the children's entrance to the program. Assessment data from the tools will be entered and analyzed three times a year by the Building Leadership Team, and used to enhance classroom instruction. Through RTT efforts, MDE has prepared a cadre of master trainers to help subgrantees build capacity to implement formative assessments in classrooms. This cadre also will train teachers on assessment practices and support Instructional Leaders in coaching preschool staff to improve the use of data derived from assessments. MDE will track PD registration, attendance, and evaluation comments through our *Develop* training registry, and use this information to enhance the design of future trainings.

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MDE will monitor the change in practice through our participation on Leadership Implementation Teams, which will review the assessment data annually..

C(1)(i) Parent Engagement. Each Transformation Zone will be staffed with at least one Parent Liaison whose sole job is to offer parents education, resources, and opportunities for meaningful engagement. The Parent Liaison will collaborate with Community Coordinators, who also will be staffed at least one to a Transformation Zone, to connect families in High-Quality Preschool programs to community resources and comprehensive services. Parent Liaisons extend our state's 40-year commitment of parenting education and engagement in support of new ECFE legislation that prioritize families with the highest needs. The Parent Liaison position is key to our state plans to develop ECFE into a comprehensive services Hub as described in Criterion F.

ECFE is based on the idea that the family is a child's first and most significant learning environment and parents are a child's first and most important teachers. As such, ECFE provides parents with education (*i.e.*, workshops, training, materials, and resources) on child development, building child protective factors, strategies for working with educators to support student learning at home, and ideas for learning activities that parents can lead at home. ECFE also offers targeted programming (*e.g.* to fathers, incarcerated parents, parents of multiples, divorced parents, grandparents, families of children with special needs, culturally-specific classes, adoptive families, LGBT families, age-specific classes, teen parents, family literacy, etc). In the last year for which there is complete data (MDE, 2012-2013) some 11,188 classes were offered and 16,728 home visits were conducted. The unduplicated number children who participated in ECFE was 112,798. The number of different parents/adults who attended was 120,312..

Parents who participate in ECFE have higher level of education than the general Minnesota population. This is consistent with adult education in general (*i.e.*, people with more education are more likely to seek out and participate in educational activities). But ECFE household income levels are lower than state averages, and minority participation is higher. More than one-third ((b)(4)%) of ECFE participants earned less than \$ (b)(4), compared to (b)(4)% of families statewide that earn under \$ (b)(4). Similarly, (b)(4)% of ECFE participants earn less than \$ (b)(4) compared to (b)(4)% of families statewide. ECFE participants are (b)(4)% white, vs. (b)(4)% of the state's population..

Multiple evaluations support ECFE's effectiveness. For example Mueller (2003) reported significant differences in family engagement in their children's learning both at home and with

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school. *At home*, a higher percentage of former ECFE participants reported reading to their child almost daily and regularly visiting the library. A higher percentage of former ECFE participants reported social supports for problem-solving and information seeking than other parents. In addition, ECFE parents were more likely to report that they talk regularly with other parents of children in kindergarten or 3rd grade. *At school*, former ECFE participants reported more frequent communication with their child's teacher, visiting or observing in their child's classroom during the school day, attending meetings about school and parent issues, and volunteering at school than other parents.

ECFE promotes engagement which, as Pushor and Ruitenberg, (2005) write, “implies enabling parents to take their place alongside educators in the schooling of their children, fitting together their knowledge of children, of teaching and learning, with teachers’ knowledge. With parent engagement, possibilities are created for the structure of schooling to be flattened, power and authority to be shared by educators and parents, and the agenda being served to be mutually determined and mutually beneficial” (p. 13). Engagement in our model begins with Parent Liaisons reaching out to determine what parents want to learn and what goals they want to achieve for the year. Power and authority are shared in this process and the agenda, or parenting curriculum, ends up being mutually determined. ECFE programs are required by statute to have advisory councils. In this capacity, parents participating in the program are involved in developing, planning, and monitoring the program. Feedback from parents who represent the diversity of the Eligible Children enrolled can provide a culturally relevant lens for the development of work and strategies.

As Pushor (2005) writes, “While it is important to engage parents on the school landscape, it is equally important for educators to move comfortably in the worlds of families and communities, off the school landscape. It is when these boundaries between school, home, and community become permeable and multidirectional that the creation of a shared world which supports and nurtures children is realized” (p. 6). Community Coordinators will meet families in their homes and work with community-based organizations to foster engagement and supports that begin at each family's doorstep and extends to the school.

C(1)(j) Linkages. Leadership Implementation Teams in each Transformation Zone bridge state and community-level support by uniting stakeholders on both levels. At the state level, MDE, MDH, and DHS will be represented. This will enable the coordination of services

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relative to health and development screenings; health insurance enrollment; home visits; maternal health and wellness; child abuse and neglect reporting and management; parent and family outreach; and other services, some of which are state-funded but operate on the county level (e.g. mental health screenings and services). Further, regional early learning intermediary organizations and community-based philanthropies and nonprofits will be represented on the Leadership Implementation Team to coordinate linkages. For example, Greater Twin Cities United Way, which funds \$(b)(4) in nonprofit programs and services along a birth to 12th grade continuum, will advise on community resources on child health and development, case management and referrals, food pantries, parent education, and vocational training that are may be offered through High-Quality Preschool to children and families. Work at this level will be supported by the Community Coordinator and the Parent Liaison, as previously described.

C(1)(k) Other Activities. Minnesota has codified our commitment to literacy in our state's Reading Well by Third Grade statute. This statute requires every LEA to develop a P-3 literacy plan and to specify the steps they will take to ensure that all students can read proficiently by 3rd grade, including using assessment data to inform evidence-based interventions instructions and conducting annual self-assessments using MDE-provided rubrics as part of an embedded process of continuous improvement.

Minnesota also provides a solution for those LEAs who opt to include it: The Minnesota Reading Corps, which was created by the Minnesota State Legislature as an incentive for the educational system to adopt Response to Intervention (RTI) / Multi-Tiered Systems of Support (MTSS), an intervention framework that has been proven to quickly and inexpensively accelerate literacy acquisition. The federal Institute of Education Sciences (IES) of the USDOE has named RTI an effective practice and added it to its *What Works Clearinghouse* - a clearinghouse of validated educational strategies. Minnesota Reading Corps currently serves 30,000 at-risk readers age 3 to grade 3 in preschools and elementary schools across the state, including all the LEAs that will be participating in this grant. Research, including a quasi-experimental study (Markovitz and Hernandez, 2014) indicate that the Reading Corps results in greater literacy gains for all groups of students but is even stronger for non-white students, and thus serves as a critical strategy to accelerate the closing of the achievement gap.

The researchers found that Minnesota Reading Corps' preschool program, "Is an effective model for improving preschool students' emergent literacy skills." Specifically, it found

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significant and substantively large effects for growth across all five areas of emergent literacy skills examined for 4- and 5-year olds. (See Evaluation Report, Appendix 13.)

By design, the Minnesota Reading Corps extends the capacity of preschools to focus on literacy as a key domain. Reading Corps tutors work alongside classroom teachers to improve the classroom environment, model the use of evidence-based instructional practice and formative assessments to inform instruction, support child development, and deliver literacy-rich activities to children and to parents. Reading Corps provides pre-service training for tutors, teachers, and Instructional Leaders. It also provides master literacy coaches who visit High-Quality Preschool programs monthly to coach staff in the interventions and use of data.

C(2) Monitoring and Continuous Improvements. MDE, as lead grantee, will provide project management through the State Implementation Team. This team will monitor implementation to timeline and benchmarks, student progress to key measures (*i.e.*, school readiness, literacy and math proficiency, special education assignment, and closing of achievement gaps), and improvement in teacher and administrator knowledge, competencies and practice. (See Appendix 11, Evidence of a Monitoring Protocol.) This team will track and report on the number and percentage of Children served in High-Quality Preschool programs funded by this grant; the number and percentage of children served overall in state preschool programs, and the number and percentage of children in the High-Need Communities served by the grant that are ready for kindergarten as determined by the KEA. MDE's State Implementation Team will evaluate the impact of the Preschool Expansion Plan as further described in C(2)(a).

The State Implementation Team will oversee the Leadership Implementation Teams. Key functions of the Leadership Implementation Team include monitoring implementation of High-Quality preschool through a mixed-delivery system across the LEA; ensuring fidelity to the state Program Criteria through Building Implementation Teams at the program-level; and supporting a continuous improvement process to include fidelity, improvements, and enhancements of the program, as follows:

Monitoring implementation. The Leadership Implementation Team will ensure that implementation capacity is developed per the Preschool Expansion Plan and timeline and that providers in the mixed-delivery system work collectively to build the infrastructure needed for implementation of High-Quality Preschool. Capacity-building is done in stages: Exploration, in which policies, assets, barriers, and needs are examined and plans are developed to ensure

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success within a real-world context; and Installation, in which staff, facilities, curriculum, training modules and other building blocks of an effective preschool program are put into place. The Leadership Team supports the establishment of Building Implementation Teams for each High-Quality Preschool program and works with MDE's State Implementation Team to ensure effective implementation through the next two stages, Initial and then Full Implementation. During these stages, the Leadership Implementation Teams and Building Implementation Teams review enrollment and attendance data; assess the impact of High-Quality Preschool on student outcomes through the use of assessments and data systems and modification to instruction; ensure fidelity in the implementation of evidence-based early learning practices through on-going PD and on-site coaching; foster organizational change at the program and LEA level to support effective implementation; promote cross-sector (B-3) partnerships and P-3 alignment to enhance the program and support learning over a continuum; and communicate to MDE all information on issues that are best resolved at the state level. MDE will provide Implementation Coaches to support Leadership Implementation Teams in effective capacity-building and implementation and support the Instructional Leaders at the programs (who also sits on the Building Implementation Team) to implement State Criteria with fidelity.

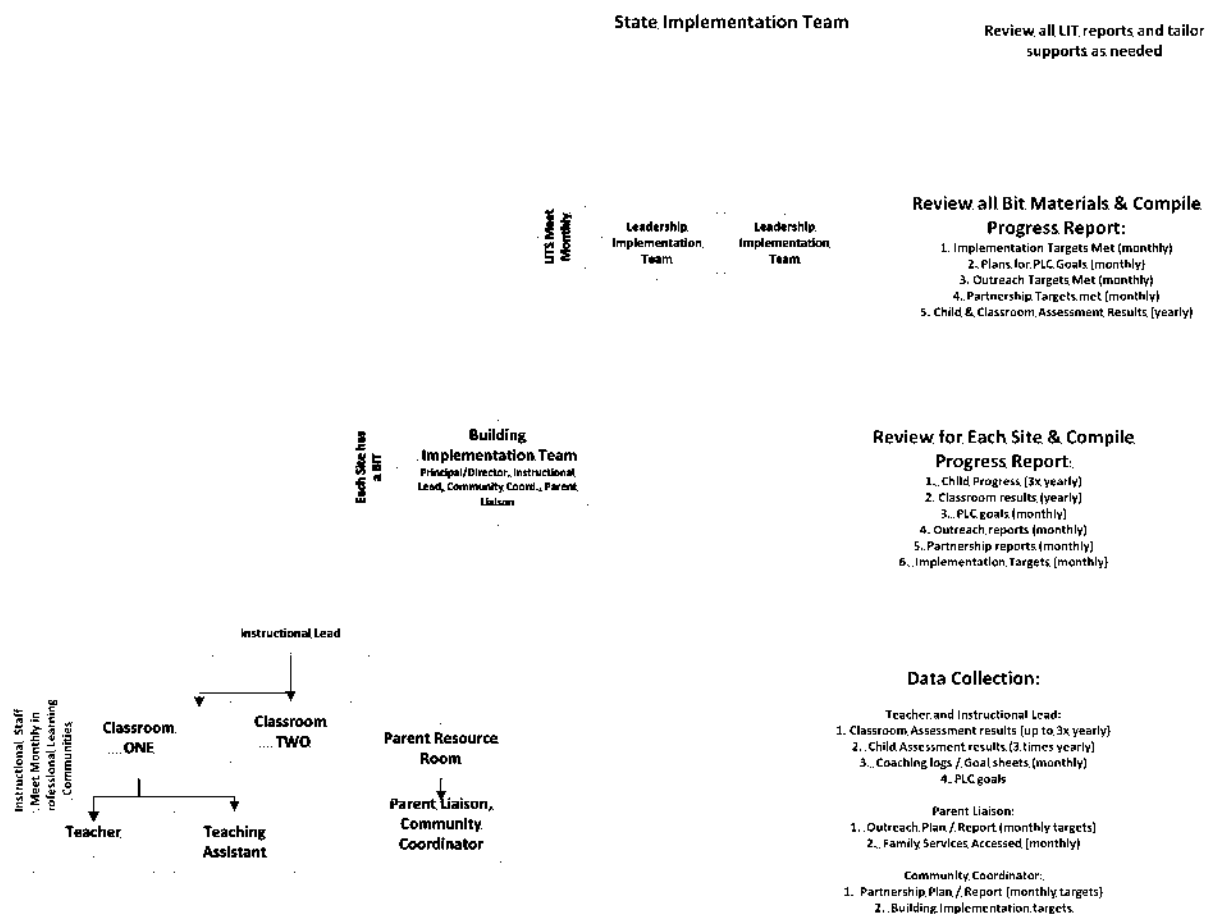
Delivering High-Quality Preschool with Fidelity. The Leadership Implementation Team is responsible for ensuring that providers in the mixed-delivery system implement High-Quality Preschool with fidelity to the State Criteria. The Leadership Implementation team will review current needs and initiatives at the program level; gather information about the strengths and gaps of providers using appropriate tools (See Appendix 11, Monitoring Tool and Protocol), and provide implementation training, coaching and consultation based on provider gaps and needs; create or modify training materials, fidelity measures and evaluation tools; and actively engage in and initiate continuous improvement cycles.

Continuous Improvement. Both the Leadership Implementation Team and the Building Implementation Team engage in Policy-Practice Loops to allow for regular cycles of review and improvement. MDE requires the use of the Plan-Do-Study-Act method to identify strengths and remedy gaps to achieving student outcomes. The process starts when the team gets clear about what it wants to do, then makes a plan (PLAN), takes action to move forward on that plan (DO), evaluates how effective its actions were given the aim of the plan (STUDY), and then makes adjustments based on how well it did (ACT).

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C(2)(a) Measure Quality. The High-Quality Preschool Plan establishes quality across a mixed-delivery system by requiring program compliance to state Criteria and ratings of 3- or 4-stars on Parent Aware. The State Criteria requires programs to provide full-day programming, classes of no more than 20 students, staff to student ratios of 1:2, highly qualified teachers, ongoing PD and compressive services, among other criteria (See Appendix 2, Program Criteria). Parent Aware requires that all rated programs recertify every two years. A key component of higher quality levels in Parent Aware are measures of classroom environment and teacher / child interaction as represented by scoring on the CLASS. This observation tool examines the quality of interactions between teachers and children and includes an assessment of emotional support and instruction that are critical supports for children's school readiness. Results from CLASS assessments inform PD and coaching that the Instructional Leader will provide.

Chart 3. State Implementation Team Monitoring and Reporting Structure



The State Implementation Team will evaluate the success of the Preschool Expansion Plan. Specifically, it will examine the extent to which subgrantees in High-Need Communities have been able to improve the access to and quality of their early childhood programs, the impact of those programs on student outcomes, and stakeholder satisfaction with the program. The State Implementation Team will formalize an evaluation plan and timeline during the Exploration Phase. The evaluation design will take developmental evaluation approach (Patton, 2010), beginning with activities that help us understand the critical questions of the subgrantee and other stakeholders and the evaluation contexts.

As demonstrated in Chart 3, above, program staff will collect data for review by the Building Implementation Team, which will create a progress report for review by the Leadership Implementation Team, which will create a progress report for review by the State Implementation Team. Program-level data is used to assess implementation progress, parent involvement levels, teacher allocation of instructional time, uptake of PD content, class size, community outreach and family services provided. Every month each team reviews child progress, classroom results, cross-sector collaboration, alignment, and progress toward implementation goals. At every level, if results are less than expected, the team implements a Plan-Do-Study-Act cycle intended to improve results.

The State Implementation Team also will evaluate process and participant satisfaction. Our methodology will include online surveys of Leadership and Building Implementation Teams, interviews with Instructional Leaders, Community Coordinators, and Parent Liaisons, focus groups with parents/family members, classroom observations, administrative data review, and case studies. The Statewide Implementation Team will partner with LEAs in each High-Need Community to design a protocol to integrate program-level data, coaches' observation of classroom quality and teacher-child interactions, and on-going comprehensive assessments of each child. This data will be reviewed monthly or as it becomes available throughout the school year. This design allows each subgrantee to use measures that are unique to its context and most helpful to building capacity and outcomes given its unique population, resources and structure. Evaluation data from each Leadership Implementation Team will be reviewed at quarterly Transformation Zone meetings.

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Goals for the Preschool Expansion Plan are to (a) Increase Access for Eligible Children, (b) Implement High-Quality Preschool, (c) Build Infrastructure for B-3 Programming and (d) Improve Student Outcomes. Within the first 90 days of contract award, each subgrantee will submit to MDE a detailed implementation plan that will define activities, timeframes, and personnel to be applied to achieving each outcome. From this, MDE will create a template report by which these activities will be monitored each month. The Leadership Implementation Team, in turn, will use this report for its ongoing monitoring of each Building Implementation Team. Progress on the outcomes will be collected at the building level from preschool staff and partners who report to the Building Implementation Team monthly. The Building Implementation Team will report aggregated progress to the Leadership Implementation Team, which also will aggregate data to report on overall progress on outcomes to MDE. (See Appendix 11, Monitoring Tool and Protocol.)

C(2)(b) Using Data Systems. Minnesota's ECLDS allows for linking child-level records across the short- and long-term through publicly-funded programs and systems. Data will include information on children who participate in a variety of publicly-funded programs including the states' CCAP, ECSE, Early Education Student (general education preschool and ECFE) and children assessed at kindergarten entry. Data on the early childhood workforce will provide valuable information on the types of care these children received prior to school entry. By 2015, this system will allow for high-level, aggregate reports illustrating the status of children up to and through 3rd grade. This will be updated at least twice annually, and may be pulled for analysis at any time. Eventually, the ECLDS will be part of the larger data system that will follow children (and cohorts) over the lifespan and into the workforce. However, at this time, the ECLDS is still separate from the higher education and wages portion of our infrastructure, known as SLEDs.

C (2)(c) Measureable Outcomes. The High-Quality Preschool Program has four goals, with measurable outcomes as numbered on Chart 4, below, and attached as Appendix 12. The State Implementation Team also will track for Government Performance and Results (GRPA) measures: the number and percentage of Eligible Children served in High-Quality Preschool Programs funded by this grant, the number and percentage of children served overall in state preschool, and the number and percentage of children in the High-Need Communities that are determined by the KEA to be read for kindergarten.

Chart 4: Preschool Expansion Plan Goals and Measurable Outcomes (See Appendix 12)

1. Increase Access for Eligible Children	2. Implement High Quality Preschool	3. Build Infrastructure for Birth-3 System
<p>1.1 Provide funding, coordinate resources and create incentives to expand and enhance High-Quality Preschool programs</p> <p>1.2 MDE supervises and supports a mixed delivery system for High-Quality Preschool</p> <p>1.3 Improve coordination and services to children with high needs (e.g. disabilities, ELs, homeless)</p> <p>1.4 Develop cross-sector partnerships to expand outreach to hard-to-reach families (e.g. combine outreach with Home Visits, CCDF, TANF)</p> <p>1.5 Provide parent education on child development and High-Quality Preschool options</p> <p>1.6 Simplify system navigation by aligning policies and practice</p>	<p>2.1 Leadership Implementation Teams supervise and support planning & delivery of a mixed delivery system using tenets of Implementation Science</p> <p>2.2 Integrate State Criteria for High-Quality Preschool into PD, coaching</p> <p>2.3 Hire, develop, and coach Preschool staff across settings (joint PD).</p> <p>2.4 Leadership Implementation Teams select & implement from state-approved evidence-based instruction, KEA and comprehensive assessment tools</p> <p>2.5 Monitor and coach for fidelity.</p> <p>2.6 Support effective uses of the state P-3 comprehensive assessment system to better understand teacher & student outcomes.</p> <p>2.7 Ensure preschool programs created under this grant are highly rated in the Parent Aware TQRIS</p>	<p>3.1 Hire Preschool Expansion Team</p> <p>3.2 Create 2 new and strengthen 4 existing Transformation Zones to deliver High-Quality Preschool.</p> <p>3.3 Scale RTTT-ELC achievements: Early Childhood Longitudinal Data System, KEA, Comprehensive Assessment System through the Transformation Zones.</p> <p>3.4 Enhance workforce knowledge using revised core competency framework & ECIPs</p> <p>3.5 Expand Parent Aware.</p> <p>3.6 Ground High-Quality Preschool in a Continuum of Comprehensive Services in coordination with Partners</p> <p>3.7 Scale-up P-3 Leadership Institute to increase dialogue and collaboration among PreK and K-12 educators</p>
All programs will be delivered within a context that supports, promotes, and provides opportunities for family engagement		

C(3) Measuring Outcomes vs. Five Essential Domains. Subgrantees will be required to use one of the tools on the KEA menu to measure student outcomes across the Essential Domains at three benchmark points during High-Quality Preschool (*i.e.*, pre-tests in Fall, Winter and Spring) and again at kindergarten entry (post-test) to assess progress in school readiness. Assessments in the menu have been tested via a rigorous process to assure their alignment to the ECIPs. Instruments include the Teaching Strategies Gold, Desired Results Developmental Profile, Work Sampling System, and Brigance Inventory of Early Development. Schools may choose the assessment that best measures their goals given the context of their community and teacher preference. To measure the outcomes listed in Chart 4, readiness is defined as each child's performance on the assessment tool as categorized into "exceeding age expectations", "meeting age expectations" or "not meeting age expectations" with the knowledge that children who are meeting or exceeding age expectations on the assessments are considered ready for kindergarten. Baseline and school-specific monitoring will occur throughout the preschool year. Aggregated growth trends will be monitored yearly by the State Implementation Team to ensure all children's developmental trajectory are increasing. Because all KEA assessments are aligned to the ECIPs (and Kindergarten Academic Standards) the tools also will be used in kindergarten for the full year and monitoring will continue throughout the course of the grant. Linkages to Grade 1-3 assessments will be made by each school to ensure P-3 alignment.

D. High-Need Communities. MDE is focusing our High-Quality Preschool program on nine communities that demonstrate High Need, as defined by (1) high rates of poverty, (2) low rates of school readiness, (3) low rates of academic performance, (4) high rates of dual language learners and (5) high rates of children with special needs. Low-income children of color in these communities are face diminished prospects in the classroom, in the community, and throughout life, as a result of our state's significant achievement gap. Further, these communities are underserved, as evidenced by waiting lists for Head Start and other early childhood programs, and by gap between child care and early childhood seats and the number of Eligible children in each community (See Chart 5, below). Our subgrantees are the LEAs in each High-Need Community: Albert Lea, Austin, Columbia Heights, Fridley, Itasca County (Deer River as fiscal agent), Rochester, Minneapolis, St. Paul, and White Earth Reservation (including Waubu-

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Ogema-White Earth Schools, and Mahnomon School District, and the Circle of Life Academy, which is a Bureau of Indian Affairs school. (See Preliminary MOUs, Appendix 15).

Poverty. About 42% of Minnesota's 4-year-olds live in poverty: of 74,975 4-year-olds in the state, 31,317 children lived at or below 185% of the poverty level in 2013-2014, but there are large disparities by race. Statewide, 61% of children under age 6 living in poverty are children of color (Chase, 2013). In our High-Need Communities, there are significant numbers of households with children in poverty: In Albert Lea 15.6% of households are in poverty, including 23.7% with children under 5. In Austin, 20.1% and 38.8%; in Columbia Heights 16.8% and 16%, in Fridley 13% and 26.9%, in Itasca County 26.7% and 39.1%, in Rochester, 12.6% and 16.7%, in Minneapolis 22.7% and 31.8%, in St. Paul 22.4% and 22.8%, and in White Earth: 46.6% and 47.3% (for children under 18).

School Readiness. When children start school demonstrating kindergarten readiness, they are less likely to require special education services, more likely to stay on track academically through 3rd grade, and more likely to graduate from high school. Eligible Children in our High-Need Communities, the majority of whom are children of color, are less likely to arrive in kindergarten school-ready than populations elsewhere in the state. Overall, kindergarten readiness is 60% for Minnesota and 63% for Whites, but just 57% for Blacks, 44% for Latinos, and 44% for American Indians. (Chase et. al., 2011)...

Academic Performance. Children who can read proficiently by 3rd grade are four times more likely to graduate high school than those who do not (Hernandez, 2011). Yet MDE's 3rd grade reading score data shows that only 34.1% of Eligible Children meet or exceed standards as compared to 72.5% of high-income students (Compass, 2013). In our High-Need Communities, only about half of enrolled students meet or exceed 3rd grade reading standards (MDE, 2014): Albert Lea (56%), Austin (48.1%), Columbia Heights (59.8%), Fridley (47.7%), Itasca County (48%), Rochester (56.3%), Minneapolis (41.2%), St. Paul (41.2%), and Waubun-Ogema-White Earth (75%), and Mahnomon (39.5%). Similarly, only about half of enrolled students meet or exceed standards in math, and low-income students perform far worse (see D(2) below).

High Rates of English Learners. Minnesota's EL population has increased by 300% in the past 20 years, making ELs the fastest growing segment of the student population. In the past decade, the Hispanic population under age 6 increased by 80% to nearly 40,000 children. Blacks, including African-Americans and African immigrants, comprise the next largest group, with

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nearly 33,000 children. In total, Minnesota has 66,500 children of color under age 6 who have at least one foreign-born parent or are foreign-born themselves. Minnesota now ranks 15th nationally in language diversity with more than 40 different groups of languages spoken in the state. The Minnesota State Demographic Center (2014) reports that behind English, the most common languages spoken in the homes of Minnesotans 5 and older are Spanish (about 198,000 speakers), Hmong (54,000 speakers), and Somali (37,000 speakers). But MDE's records show that nearly half of EL students do not graduate from high school. Reforms included in this proposal -- such as improved teacher preparation and PD, assessment, WIDA standards-based instruction, and family engagement -- are intended to provide needed supports for ELs.

High Rates of Children with Special Needs. The state coordinates services for children with special needs across a spectrum of needs, including those who have developmental disabilities, are migrant, are homeless, or are in foster care. One in every five Minnesota families with children has at least one child with a special health need. The Minnesota Children & Youth with Special Needs Strategic Plan (2013-2018) estimates of children with special health needs in Minnesota range from 160,000 to 200,000 (Minnesota Children & Youth with Special Needs Strategic Plan, 2013-2018). Minnesota also has a high proportion of immigrants and refugees, who face unique challenges to integration in US society and participation in preschool. These populations are significant in the High-Need communities selected. Minnesota has the largest Somali population in the world outside of Somalia as a result of that country's civil war. Somali parents are challenged to participate in a school system that requires their involvement, unlike in their home country where teachers are authorities that handle everything once the child is in school. Our state, and specifically the Twin Cities metro area and City of Rochester (both included in this grant), is home to one of the largest concentration of Hmong people outside of Southeast Asia. Hmong were a pre-literate culture in their homelands of Thailand, Laos, and Vietnam, which adds to their challenge in English Language acquisition. Most recently, Minnesota is home to the US's largest population of Karen and Karenni, refugees escaping a repressive regime in Myanmar (formerly Burma). Karen do not have a tradition of leaving children in preschool, and prefer to work shifts or otherwise accommodate to enable their toddlers to stay at home. The Preschool Expansion Plan is designed to address these cultural challenges to implementation by providing teacher preparation and PD in addressing the needs of ELs, by providing Parent Liaisons and Community Coordinators who are culturally competent

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and bilingual to support family engagement, and by supporting subgrantees in continuing effective practices such as hiring cultural liaisons at the LEA level...

Achievement Gap. Minnesota excels in educating some constituencies. Some 79.5% of our high school seniors graduate (MDE, 2013), including 85% of our White students. On average, Minnesota students outperform on national proficiency levels, as indicated on the National Assessment of Educational Progress (NAEP, 2013): 41% to 34% on 4th grade reading, and 59% to 41% for 4th grade math. Our challenge is, and has persistently been, educating children of color and low-income children to achieve to the same level. NAEP 2013 shows a significant achievement gap in 4th grade reading when data is analyzed by race: compared to their White peers, Blacks scored 26 points lower, Latinos scored 24 points lower, and Asians scored 3 points lower. In contrast to the 85% of Whites who graduate high school, just 57% of Blacks in Minnesota graduate, as do 58.3% of Hispanics and 48.7% of Native Americans. This is among the worst such gaps in the nation. While MDE continues to see progress, gains are inconsistent and insufficient to reach statewide goals of closing the achievement gap.

D(1) Geographic Diversity. The High-Need Communities selected include two Promise Neighborhoods (Minnesota does not have a Promise Zone), one Tribal Nation (White Earth), and a cross-section of Minnesota's greatest educational challenges: urban, suburban, and rural areas, high levels of poverty and disadvantage, large migrant populations and, as a result, large numbers of ELs. High-Need Communities will be organized into six Transformation Zones. Our RTT work has proven that better outcomes are achieved when we introduce innovations through Transformation Zones that allow for the simultaneous development of innovations and infrastructure. Because Transformation Zones include a vertical slice of the educational system, they brings administrators, teachers, parents and partners to the table at one time to ensure collaboration and effective implementation. The first four Transformation Zones were established with RTT funds. That work will be leveraged to implement High-Quality Preschool.

The **Northside Achievement Zone / Transformation Zone** in urban north Minneapolis, is modeled after the Harlem Children's Zone and is a recipient of USDOE Promise Neighborhood funding. Its mission is to end the multi-generational poverty of the residents in this community by providing an aligned system of services and supports across a cradle-to-career pipeline. Minneapolis has the state's second-largest English Learner population with almost

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8,000 Limited English Proficient students (MDE, 2013-2014). The subgrantee in this Transformation Zone is the Minneapolis Public Schools (MPS).

The **St. Paul Promise Neighborhood / Transformation Zone** encompasses the urban Frogtown and Summit-University neighborhoods. A primary goal of this Zone is to close the achievement gap between the low-income, minority, immigrant, and refugee children who call these neighborhoods home and their more advantaged peers. St. Paul has more English Learners than any other district in the state, with more than 13,000 Limited English Proficient students enrolled this school year. These children represent more than 131 languages (MDE, 2013-2014). The St. Paul Public Schools (SPPS, also, Independent School District #625) is the subgrantee.

Itasca County/ Transformation Zone is a rural, remote, and beautiful area in northeast Minnesota. It is home to Itasca State Park, the first of Minnesota's state parks and the second oldest in the US; Lake Itasca, the official source of the Mississippi River; and the Itasca Biological Station and Lab, the nation's oldest, largest and continuously operated biology field lab, now a center for research and field courses for the University of Minnesota College of Biological Sciences. Portions of Leech Lake and Boise Forte Indian reservations are located in the county. Itasca County's population is 46,000 of which 11,000 residents live in Grand Rapids, the county seat. The subgrantee in this Transformation Zone is the Itasca Area Schools Collaborative, Deer River Schools will be the fiscal agent.

White Earth Nation / Transformation Zone serves members of the Ojibwe tribe and others living on the White Earth Reservation in Northwestern Minnesota. The largest Indian reservation in the state, White Earth encompasses all or part of three counties: Mahnomen, Becker, and Clearwater. The subgrantees in this Transformation Zone will include the Waubesa-Ojibwa-White Earth Schools, and Mahnomen School Districts and the Circle of Life Academy, which is a Bureau of Indian Education school.

We seek to expand the implementation plan by creating two new Transformation Zones:

The **Suburban Transformation Zone** will be the first to address the needs of low-income families with young children in the suburbs of Minneapolis. This Transformation Zone includes two LEAs, each of which is a subgrantee: Fridley Public Schools and Columbia Heights Public Schools.

The **Southern Transformation Zone** provides an opportunity to build capacity in an under-invested sector of the state. This Transformation Zone includes three LEAs, each of which

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is a Subgrantee: Rochester Public Schools, Austin Public Schools, and Albert Lea Area Schools. Rochester is a city of 106,769 persons that is home to the world-renown Mayo Clinic. Austin and Albert Lea are rural communities in Minnesota's industrial south that are home to several large meat-packing plants, including Hormel's SPAM processing center. These plant jobs have attracted waves of immigrants, including Mexicans in the 1990s, Africans in the 2000s, and most recently, Karen and Karenni from the former Burma (now Myanmar). In Austin, the Karen and Karenni population tripled from 463 in 2012 to 1,224 in 2014. The Austin Public Schools expanded from zero Karen or Karenni students enrolled last year to 100 enrolled this year.

D(2) Underserved Communities. High-Need Communities were selected because each was underserved for preschool slots given the number of Eligible Children residing in each community as demonstrated on Chart 5, below.

Chart 5. Demonstrated Need, 2013-2014

Subgrantee LEAs	# 4 year olds @ 185% FPL **	Eligible Children in State Preschool Programs		Eligible Children in Other State-Funded Head Start	
		#	%	#	%
Minneapolis Public Schools	3,387	971	28.7	693	20.5
St. Paul Public Schools	3,308	1,384	41.8	401	12.1
Itasca Area Schools	318	203	63.8	63	19.8
White Earth / Waubun-Ogema, Mahnomen, Circle of Life	227	140	61.7	197	86.8
Fridley Public Schools	140	58	41.4	*225	49
Columbia Heights Public Schools	319	107	33.5	*225	49
Rochester Public Schools	715	134	18.7	**145	16.7
Austin Public Schools	303	98	32.3	111	36.6
Albert Lea Area Schools	151	83	55	**145	16.7
Total	8,868	3,178		2,205	

*Estimated and includes all children served in the county; ** includes children from another county.

Pipeline of Need. By Fall 2015, the proposed installation period, there will be 9,305 Eligible Children across all the Transformation Zones, but just 3,219 preschool slots rated 3-or 4-star by Parent Aware, and none that meet the State's Criteria for High-Quality Preschool as defined in Appendix 2. Parent Aware, it should be noted, serves 3- and 4-year-olds.

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In Minneapolis, where the **Northside Achievement Zone / Transformation Zones** is located, there are 3,490 3-year-olds living at 185% of the FPL among a total population of 5,479 3-year-olds. There are 60 early childhood care and education programs rated 3- or 4-star by Parent Aware, including Head Start, school district sites and licensed child care programs. Minneapolis residents are some the richest and some of the poorest in the state. Some 63% of MPS' student body are students of color, and more than half of these minority students (35%) are Black. Of the district's 3,358 kindergarteners, 836 (25%) are ELs, 307 (9%) are enrolled in special education, and 2,139 (64%) live at or below 185% of the FPL. Standardized test proficiency rates for all 3rd graders are 41.2% (reading) and 52.2% (math), but for low-income students just 23.3% (reading) and 36.8% (math). The district's high school graduation rate is 53.9% (MDE, 2014).

In St. Paul, where the **St. Paul Promise Neighborhood / Transformation Zone** is located, there are 3,466 3-year-olds living at or below 185% of the FPL out of a total population of 4,817 3-year-olds. There are 51 early childhood care and education programs rated 3- or 4-star by Parent Aware. Some 76.1% of SPPS' enrolled students are students of color. Of the district's 3,494 kindergarteners, 1,395 (40%) are EL, 360 (10%) are enrolled in special education, and 2,514 (72%) live at or below 185% of the FPL. Standardized test proficiency rates for all 3rd graders are 41.2% for reading and 48.7% for math, but for low-income students score just 27.7% for reading and 36.7% for math. The high school graduation rate is 73.3%.

In the **Itasca County/ Transformation Zone** there are 318 3-year-olds living at or below 185% of the FPL, among a total population of 566 3-year-olds. There are 28 child care and early education programs rated 3- or 4-star by Parent Aware, and 16 programs in the process. Nearly a quarter (23%) of the school districts in Itasca County enroll students of color. Some 42% of the students enrolled in Itasca Area Schools are American Indian. There are currently 488 kindergarteners throughout Itasca County of which 70 (14%) are enrolled in special education and 275 (56%) live at or below 185% of the FPL. Standardized test proficiency rates for all 3rd graders are 55% for reading and 84% for math, but for low-income students score just 43% for reading and 10.5% for math. The high school graduation rate is 87%.

The **White Earth Nation / Transformation Zone** encompasses Becker, Clearwater, and Mahnomen counties, which have 254 3-year-olds living at or below 185% of the FPL among a total population of 448 3-year-olds. There are 42 child care and early education programs that are

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3- or 4-star rated by Parent Aware and 29 programs in process. In the Waubun-Ogema and Mahnomon school districts and the Circle of Life Academy, nearly two-thirds (65%) of the student body are students of color, including 62% of students who are American Indian. Of 361 kindergarteners throughout the county, 61 (17%) are enrolled in special education and 211 (58%) live at or below 185% of the FPL. Standardized tests proficiency rates for all 3rd graders are 52.1 %for reading and 70.6 % for math, but for low-income students, just 45.5% for reading and 65% for math. The high school graduation rate is 79%.

In the **Suburban Transformation Zone**, 459 3-year-olds live at or below 185% of the FPL out of a total population of 611 3-year-olds in the Fridley and Columbia Heights school districts. There are 7 child care and early education programs rated 3-or 4-star by Parent Aware and four programs are in process. Some 57.6% of the students enrolled in the Fridley Public Schools are students of color. Of 254 kindergarteners, 50 (20%) are ELs, 19 (7%) are enrolled in special education, and 160 (63%) live at or below 185% of the FPL. Standardized test proficiency rates for all third-graders are 47% for reading and 66.5 % for math, but for low-income students just 42.6% for reading and 59.5% for math. The high school graduation rate is 78.5%. In the Columbia Heights Public Schools some 69.5% of the student body is students of color. Of 285 kindergarteners, 121 (42%) are ELs, 29 (10%) are enrolled in special education, and 239 (84%) live at or below 185% of the FPL. Standardized test proficiency rates for all 3rd-graders are 42.4% for reading and 60% for math, but for low-income students score just 36.8% for reading and 58% for math. The high-school graduation rate is 78.6%.

The **Southern Transformation Zone** has 1,318 3-year-olds living at or below 185% of the FPL, of a total population of 2,676 3-year-olds. Students of color comprise 39.6% of Rochester school district's students. Of 1,404 kindergarteners, 248 (18%) are ELs, 165 (12%) are enrolled in special education, and 576 (41%) live at or below 185% of the FPL. Standardized test proficiency rates for all 3rd graders are 56.4 % for reading and 68.3% for math, but for low-income students just 36.1% for reading and 45.8% for math. The graduation rate is 82.7%.

Students of color comprise 48% of Austin's student body; 22% are Hispanic. Of 416 kindergarteners, 118 (28%) are ELs, 42 (10%) are enrolled in special education, and 260 (63%) live at or below 185% of the FPL. Standardized test proficiency rates for all 3rd graders are 48.1% for reading and 71.5% for math, but for low-income students, just 40.9% for reading and 60.4% for math. The high school graduation rate is 70.5%.

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In Albert Lea Area Schools, 33.4% of the students enrolled are students of color, including 19.7% who are Hispanic. Of 275 kindergarteners, 37 (13%) are ELs, 47 (17%) enrolled in special education, and 173 (63%) at or below 185% of the FPL. Standardized test proficiency rates for all 3rd graders are 56% for reading and 71.4% for math, but for low-income students, just 44% for reading and 61.2% for math. The graduation rate is 71.3%.

D(3) Subgrantee Outreach. MDE's Division of Early Learning Leadership Team began making informal calls to determine interest and capacity this summer, after USDOE and HHS released the executive summary of the Preschool Development Grant - Expansion Grant. The Director of the Division of Early Learning Services met with her counterparts at DHS and MDH to determine where the need was greatest and the infrastructure strong enough to implement an effective program. The Director also held conversations with the Early Learning Council and other key stakeholders in the early learning space, *e.g.*, Greater Twin Cities United Way, Minnesota Initiative Foundation, Parent Aware for School Readiness, and existing Transformation Zone leadership, including the Tribal Nation of White Earth. Based on these conversations, MDE invited a dozen LEAs and other providers to a Webex conference to present the concept and rationale for the Preschool Expansion Plan, the state Program Standards for High-Quality Preschool, and the preliminary MOU. MDE made staff available by phone the following the Webex to address questions and concerns that arose. LEA contacts publicly presented the concept to their school boards and obtained feedback before signing the preliminary MOUs. (See Appendix 15.)

D(4) Subgrants. MDE will allocate about \$57 million, 95% of the federal grant award, over the four-year grant period to subgrantees that will develop, implement and sustain High-Quality Preschool as defined by the state in identified High-Need Communities. By the end of Year 1 of this grant (December 2015) Minnesota will begin serving 1,143 Eligible Children. In total over the four years of the grant, 5,634 Eligible Children will be served.

D(4)(a) Targets. In creating our ambitious and achievable plan to provide 5,634 Eligible Children with High-Quality Preschool, Minnesota is expanding our capacity in nine High-Need Communities across the state. As a result, 60% of the High-Quality Preschool slots will be new slots created by this funding. (See Table (D)(4) in Appendix 16, Table A in Appendix 1, and Chart 6, below.

Chart 6. Eligible Children to be Served in High-Quality Preschool

Subgrantee LEAs	Total Eligible Preschool Children in 2015	Eligible Children to be Served in High-Quality Preschool Programs			
		2015 Year 1	2016 Year 2	2017 Year 3	2018 Year 4
Minneapolis Public Schools	3490	98	98	98	98
St. Paul Public Schools	3466	160	260	320	320
Itasca Area Schools	318	75	75	75	75
White Earth / Waubun-Ogema, Mahnomen, Circle of Life	254	60	60	60	60
Fridley Public Schools	140	40	60	80	100
Columbia Heights Public Schools	319	180	200	220	240
Rochester Public Schools	747	208	262	298	298
Austin Public Schools	209	72	108	128	148
Albert Lea Area Schools	155	250	250	250	250

D(4)(b)(i) New Slots. More than 60% (3,438) of the slots to be created in our State Preschool Expansion Plan will be newly-created slots: In Year One, 674 Eligible Children will be served in new slots. The number of Eligible Children served in a new slot increases each year, to 824 in Year Two, to 940 in Year Three, and to 1,000 in Year Four.

D(4)(b)(ii) Improved Slots. Nearly 40% (2,196) of the slots created in our plan are improved slots: In Year One, 469 Eligible Children will be served in improved slots. That number increases to 549 in Year Two, and to 589 in each Years Three and Four. Improved slots will go from half-day to full-day; limit class sizes and decrease child to staff ratios; employ and compensating a teacher with a bachelor's degree; and provide Comprehensive Services as indicated on the Program Criteria (See Attachment 2).

D(5) Sustain High-Quality Preschool. MDE has several strategies for sustaining High-Quality Preschool beyond the grant period. MDE will promote subgrantees' use of flexible state funding to fund High-Quality Preschool, including K-12 funding and compensatory funding for the inclusion of children with disabilities and Title I monies for preschools. MDE will provide technical assistance to help subgrantees develop a plans for enrollment and attendance to

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maximize state reimbursement funding, create more economically diverse environments by enrolling families who can pay for preschool slots on a sliding scale, and using partners to enrolling Eligible Children in subsidy programs for which they are entitled. MDE intends to use state ECFE funding for the Parent Liaison position after the termination of this grant. Further, the state intends to explore the use of volunteers through models such as the Minnesota Reading Corps to expand the resources of subgrantees. The Minnesota Reading Corps uses full-time AmeriCorps volunteer tutors who focus on the delivery of literacy interventions in the classroom in support of the teacher. Tutors are paid for with a combination of federal, state, and private dollars that may be used to help sustain or expand High-Quality Preschool.

E(1) Roles & Responsibilities. As the state's designated lead agency, MDE's roles and responsibilities include:

- Managing grant activities and subgrantees to achieve stated outcomes.
- Providing technical assistance, professional development, implementation coaching and other supports.
- Resolving problems that are best addressed at the state level.
- Integrating this work with other educational reform initiatives including kindergarten Entry Assessments, Comprehensive Assessment Systems, revised standards, etc. undertaken or being undertaken on the state level at MDE, across other agencies, or in partnership with other organizations
- Providing data collection, monitoring, and reporting to inform continuous improvement.
- Communicating and coordinating statewide policy, advocacy and initiatives with the governor, legislators, and other statewide partners.
- Developing, updating, and coordinating PD for early learning standards.
- Coordinating efforts to address specific populations through agency staff and community partners.
- Coordinating with the DHS, which implements the Parent Aware TQRIS, and with MDH, which oversees family home visits.
- Convening subgrantees leaders within each Transformation Zone in a professional learning community to share peer learning and best practices quarterly.
- Providing guidance and tools to align curricula, assessments and instructional practices across a P-3.

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- Providing guidelines on outreach strategies for hard-to-reach families as well as cross-agency coordination and access to state-sponsored tools, *i.e.*, www.mnparentsknow.org.

Subgrantee roles and responsibilities include:

- Heading Leadership Implementation Teams to plan, launch, monitor, and ensure the effective provision of High-Quality Preschool programs per state Program Criteria.
- Coordinating and oversee the provision of High-Quality Preschool Programs through a mixed delivery system including school-based, charter-school, center-based (both private and faith-based), licensed child care, and Head Start providers.
- Creating Building Implementation Teams at the program level to plan, deliver, monitor, and ensure effective ongoing provision of High-Quality Preschool, including coaching, facilitating the use of assessment and data to inform instruction, promoting P-3 alignment in curriculum and practice, providing parent education and engaging families, and providing linkages to community-based organizations and resources.
- Creating High-Quality Preschool classrooms that are inclusive of and responsive to children with special needs (*i.e.*, homeless, IEPS, dual language learners) as well as children of diverse ethnicities, races, and socio-economic levels.
- Building cross-sector partnerships and coordinate with community partners to offer comprehensive services through the High-Quality Preschool program.
- Explore financing strategies for sustainability of the High-Quality Preschool.

E(2) Implementation Infrastructure. Minnesota will implement High-Quality Preschool in nine High-Need Communities using the Active Implementation Frameworks:

Implementation Support. Minnesota's Preschool Expansion Plan will be delivered through the work of three implementation teams (See Appendix 17, Implementation Diagram). The **State Implementation Team** will manage, monitor, and evaluate the implementation to the goals, timeline, and budget of the Preschool Expansion Plan. It will provide infrastructure to include clear and ambitious standards; assessments aligned to those standards; PD, coaching and technical assistance; data collection and reporting systems that enable accountability and continuous improvement; and state-level coordination and convening to increase collaboration, efficiencies and effectiveness. The State Implementation Team has been effectively implementing Minnesota's RTT-ELC efforts, and includes the Director of Early Learning Services as well as MDE specialists in assessment, Implementation Science, budgeting, early

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literacy, data systems, P-3 alignment, PD, special education, and early childhood development.

The State Implementation Team will meet weekly during the 9-month Exploration Phase (stages are further described below) and biweekly during the Installation and Implementation phases.

During Installation and Implementation, the State Implementation Team will lead project management calls with subgrantee leaders monthly, and convene all subgrantees in a professional learning community each quarter to share peer learning and best practices.

Each subgrantee will head a **Leadership Implementation Team**. These teams are comprised of key LEA and community staff including the superintendent, early childhood coordinators, teachers, parents, liaisons from cultural communities, representatives of county-level agencies with health and human services functions, community-wide providers of comprehensive services, early learning intermediary organizations, and early learning providers including school-based, charter-school, center-based (both private and faith-based), licensed child care, and Head Start providers.

Through Leadership Implementation Teams each subgrantee will unite a broad cross-sector of stakeholders in monthly discussions around implementing, aligning, and improving High-Quality Preschool programs that address the needs of local populations. Leadership Implementation Teams monitor the development of plans, systems, and capacity at both the subgrantee and program levels, and ensure effective implementation by reviewing data, assessing the impact of High-Quality Preschool on student outcomes, monitoring fidelity to State Criteria, and managing personnel, resource allocation, and processes. The Leadership Implementation Team is the key problem-solving entity in the implementation process and, as such, they will consult experts and authorities in various fields as needed to identify and resolve barriers to implementation, and work closely with MDE to address issues that require statewide solutions.

Building Leadership Teams will be created at each provider location. These teams are comprised of the Principal, Instructional Leader, Community Coordinator, Parent Liaison, parents, and representatives of community-based providers of comprehensive services. The Building Implementation Teams report to and mirror the Leadership Implementation Team in function: they encompass a diverse group of stakeholders, they serve as the key problem-solving entity at the program level, they manage implementation to ensure benchmarks are met, and they lead the process of continual improvement for the program. Building Implementation Teams

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ensure high fidelity implementation of the evidence-based practices identified in the state Preschool Expansion Plan through monthly meetings and review of student outcomes.

Implementation Stages. Over the four years of the grant, implementation of the High-Quality Preschool Program will follow four stages: Exploration, or planning, Installation or capacity-building, Initial Implementation, and then Full Implementation, in which the program will become embedded in practice. Conducting stage-appropriate implementation activities is critical for successful service and systems change (Mertz & Bartley, 2012). Specific to the Minnesota Preschool Expansion Plan, the stages are:

Exploration (January-March 2015). Subgrantees will complete their needs assessment in preparation of creating their LEA-specific Preschool Expansion Plan - Implementation Plan. This implementation plan will include identifying Eligible Children and families; reviewing facilities and transportation assets; creating a baseline conditions report based on assessed need; selecting sites; identifying hiring, training, and ongoing PD needs; reviewing policies and procedures for barriers and opportunities to both High-Quality Preschool and P-3 alignment; planning communication strategies for stakeholders, funders, and hard-to-reach communities; scheduling LEA- and program-level management and monitoring meetings; and ensuring a process of data collection, instruction modification, and reporting. At the end of this period, each subgrantee has an implementation plan to attach to its formal MOU, and has created Building Implementation Teams for each proposed High-Quality Preschool program.

Installation (April-August 2015). Each Leadership Implementation Team will perform the steps critical to developing implementation capacity including: selecting evidence-based practices and/or evidence-informed innovations; selecting a KEA; creating linkages to comprehensive services provided in the community; ensuring transportation; communicating to the community. The Building Implementation Team will hire and train staff; begin outreach in the community; enroll children and families; and prepare classrooms.

Initial Implementation (September 2015-August 2017). This stage provides the practice and experience that feeds rapid cycles of improvement and problem-solving. Processes for instruction, coaching, PD, data collection and reporting are introduced, reviewed, and revised by the Building Implementation Team as issues are discovered, creating a continuous process that results in a refined implementation plan. The Building Implementation Team reports progress monthly to the Leadership Implementation Team, which tracks progress on a timeline

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toward key benchmarks (*e.g.*, enrollment, assessment, instruction, etc.) Leadership

Implementation Teams also review data on student outcomes monthly. All revisions and lessons learned are brought by the Leadership Implementation Team to quarterly convenings hosted by MDE where challenges are reviewed and solutions are broadly shared. MDE further supports implementation with technical assistance including Implementation Coaching to the Leadership Implementation Teams, and to the Instructional Leaders across all Building Implementation Teams in each Transformation Zone as further described in Criterion D and F.

Full Implementation (September 2017-August 2018). In this stage, Leadership Implementation Teams work closely with MDE each month to assess the impact of High-Quality Preschool on student outcomes, expand the implementation of evidence-based practices, continue to support organizational change at the LEA levels to support and sustain effective implementation, provide feedback to MDE to address state-level systems barriers, and incorporate the plan into the District Improvement Process and align the plan to individual school improvement plans. Building Implementation Teams continue to meet monthly to review instruction, assessments, student outcomes, parent engagement, and community coordination.

Implementation Drivers anchor the practice and support its sustainability: Competency Drivers support professional development with selection, training, coaching, and performance assessment. Each Leadership Implementation Team will be supported by Implementation Coaches hired by MDE. Instructional Leads will provide training, observe proceedings, model effective practice, and support the use of data for continuous improvement at each High-Quality Preschool site. Implementation Coaches also serve as master coaches to the Instructional Leaders at each program. At least monthly, Implementation Coaches will meet with all the Instructional Leaders across each Transformation Zone as a professional learning community designed to share peer learning and best practices....

Organization Drivers build the systems that support the practice, including data systems, human resources management, and financing. This includes the ongoing development of the ECLDS and the Early Education Student Data System, the establishment of Building Implementation Teams to assist in managing staff, and aligning practice and curriculum P-3. MDE also will provide guidance to subgrantees on using existing funding streams to implement and sustain High-Quality Preschool.

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Chart 7. Preschool Development Grant Stages of Implementation

Exploration January-March 2015	Installation March-August 2015	Initial Implementation, September-August 2015-2017	Full Implementation September-August 2017-2018
Goal	Goal	Goal	Goal
Assess need and capacity, identify barriers, and create implementation action plan	Set up infrastructure so that successful implementation can take place and be supported	Monitoring and rapid cycles of improvement for High-Quality Preschool	New learning becomes integrated into the community and district practices, policies and procedures
Tasks	Tasks	Tasks	Tasks
Establish Leadership Implementation Teams Identify and engage stakeholders and partners Develop plans for communicating with the public, hard-to-reach populations, funders, etc. Identify services and providers for continuum Review policies and procedures Assess space Assess needs of incoming families Identify barriers to implementation Select sites Establish Building Implementation Teams	Ensure state program standards can be met Hire, train teachers MDE provides TA around aligning curriculum and assessments. Ensure structural supports are in place, materials and supports are organized and systems components reorganized Recruit families Classrooms ready	Leadership Implementation Teams, Building Implementation Teams monitor, revise, and refine operations plan Execute communications plan Systems in place for coaching, professional development, data gathering, measuring and reporting MDE implements TA plan Reporting executed	Leadership Implementation Team, Building Implementation Teams use data to inform decisions On-going monitoring, coaching, data collection, professional development and reporting Plan-Do-Study-Act cycle is in place and used effectively
Outcome	Outcome	Outcome	Outcome
Subgrantees create a clear implementation plan with timelines, and incorporated into signed MOUs within 90 days; Building Implementation Team formed for each site	High-Quality Preschool for Eligible Children begins in Fall 2015	Expansion of High-Quality Preschool	High-Quality Preschool practices broadly accepted and embedded

Leadership Drivers focus on providing the right leadership strategies for all types of challenges. The MDE Early Learning Leadership Team will host monthly project management calls with subgrantee leaders. MDE also will convene all subgrantees in Transformation Zone meetings quarterly to share peer learning and best practices.

Policy-Practice Loops allow for regular cycles of review and improvement utilizing the Plan-Do-Study-Act method to identify strengths and remedy gaps as further described in Criterion C.

E(3) Minimized Costs. Subgrantees agree to minimize administrative costs in their MOU, and MDE provides LEAs with boilerplate contract templates that ensure that this focus is consistently conveyed to partners, providers, and third-tier subcontractors. MDE promotes cost effectiveness through implementation strategies such as offering online PD and management meetings using WebEx and web-based tools to reduce travel costs. Further, MDE has designed High-Quality Preschool to leverage existing infrastructure (*i.e.*, ECFE-funded parent educators as Parent Liaisons, Parent Aware TQRIS, ECLDS that builds on the SLEDS architecture, etc.)

E(4) Monitoring. Subgrantees will monitor the early learning providers at monthly Leadership Implementation Team meetings. At these meetings, Leadership Implementation Teams review progress on student outcome data, site leadership, and organizational capacity to the implementation plan, and identify issues and gaps for improvement. The Implementation Coach who advises the Leadership Implementation Team also works with all Instructional Leaders within each Transformation Zone to ensure that issues are examined, resolved and shared as lessons learned.

The Instructional Leader monitors service delivery by classroom teachers and teaching assistants, provides training and coaching to enhance their daily practice, and performs fidelity checks in the classroom. In turn, the Instructional Leader is coached and monitored by the MDE Implementation Coach. The Instructional Leader is a key member of the Building Implementation Team, which meets monthly to review administrative (*e.g.* enrollment, attendance) and student performance data. The team monitors fidelity to the State Criteria using a checklist, and reviews program performance using the Plan-Do-Study-Act protocol. As part of this process, Building Implementation Teams “study” their progress and performance to identify

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gaps and issues, and can consult with Implementation Coaches to find ways to improve programming and processes.

The Building Implementation Teams will share their findings each month with the Leadership Implementation Team, which will participate in problem solving as needed and use the information to initiate change that may be more appropriately addressed across the Transformation Zone. MDE can advise on the creation of improvement plans as needed.

E(5) Coordination. The State Implementation Team is charged with coordinating plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive service efforts, professional development and workforce and leadership development. In monthly team meetings, MDE staff who head these efforts will report on activities and ensure alignment to the State Preschool Expansion Plan. Additionally, the State Implementation Team requires subgrantees to provide this coordination across High-Need Communities through the structure of the Transformation Zone. Designed to simultaneously implement innovations and build infrastructure across a vertical slice of the educational system, the Transformation Zones unite administrators, teachers, parents and partners to ensure alignment and coordination of services and supports. See also G(2), below.

With RTT-ELC funding, Minnesota has made significant progress in providing the means to coordinate key elements to be incorporated into High-Quality Preschool. MDE offers LEAs a menu of approved assessments and PD through our Centers of Excellence, institutes of higher educating and Child Care Aware. Subgrantees must select from a menu of Parent Aware approved curriculum and assessments for High-Quality Preschool. The statewide ECFE program ensures consistency across all sites in parent education and family engagement activities.

Data sharing agreements exist as well. MDE state requires LEAs to report student outcomes using MDE's data systems, and LEAs in turn require this of participating Head Starts, private and faith-based child care centers, and other early learning providers. The ECLDS, to be launched in 2015, will facilitate the sharing and reporting of key data metrics across all High-Quality Preschool locations and will further enable stakeholders to examine the long-term results to better inform implementation practices. The ECLDS coordinates education data with health and wellness data reported by the DHS and MDH, as well as data on government benefits, and other relevant metrics.

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To foster further coordination at the state, subgrantee and site level, MDE will ensure that data collection, entry and reporting is standardized. MDE will provide training on the use of data for implementation and for instructional practice through our Centers of Excellence, and will provide coaching in the on-going use of data at both the Leadership Implementation Team and Building Implementation Team levels. Instructional Leaders will share this coaching with classroom teachers and teaching assistants.

E(6) Coordinate Delivery. MDE is an effective steward of public monies and has financial systems in place (the State Educational Record View and Submission, or SERVS system) that code and separate funding streams to ensure that federal grant awards are used to supplement and not supplant current funding. Budgeting specialists on the State Implementation Team will review LEA funding allocations as detailed in their implementation plans to be sure that all federal, state, and local resources are maximized and used correctly. MDE will continue to build infrastructure using RTT monies until that funding expires in 2016; awards from this grant will be used solely to fund revisions to standards, expansion of KEA and comprehensive assessments, PD, coaching, and technical assistance related to implementing High Quality Preschool. Further, MDE seeks to use the 95% of the Preschool Development Grant-Expansion Grant awarded to subgrantees to create High-Quality Preschool program cohorts. Creating cohorts ensures that the funding will be segregated and will further allow MDE to track the progress of preschoolers over time.

E(7) Economically Diverse Settings. Minnesota's financing flexibility allows LEAs that accept state monies for preschool to also charge families on a sliding scale. We believe that the quality of the preschool programs to be created in this grant will attract families with the means to pay tuition, and thus create mixed-income settings. Minnesota also provides financial incentives for LEAs to include children with special needs, including a mechanism for paying up to 68% of the cost of a teaching assistant, that has traditionally lead to more inclusive classrooms. Finally, integration of children from varied economic backgrounds and children with special needs are required in the State Criteria for High-Quality Preschool programs, in the MOUs each subgrantee will sign, and in boilerplate contract language that subgrantees will be required to use with partners, providers and third-tier vendors.

E(8) Eligible Children Needing Supports. Minnesota has a rich history of providing comprehensive services to families of Eligible Children, dating back to the inception of ECFE.

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more than 40 years ago. Through our interagency work with DHS and MDH, MDE offers periodic developmental and social-emotional screening through many different outlets. These types of screenings are completed at recommended intervals and done early and consistently, allowing for targeted intervention efforts which consistently lead to higher levels of school readiness for both children and families. The Transformation Zones established through the RTT-ELC provided successful strategies for coordinating services for High-Need Children using community connectors and navigators to assist families in receiving services to meet any additional needs. The inclusion of Community Coordinators, Parent Liaisons and Cultural Liaisons in our model of High-Quality Preschool serve this purpose and enable programs to utilize existing resources without duplicating services. The Community Coordinator will provide follow-up in the community and through home visits to the family. Children who live on Indian lands will, for the first time, be able to access comprehensive services through K-12 schools that will be adding preschool as part of the Preschool Expansion Plan. In the White Earth Transformation Zone, the Leadership Implementation Teams will work with tribal Head Start agencies and with the Minnesota Tribal Resources for Early Childhood Care to coordinate comprehensive services that can be offered through schools in the Zone.

Additionally, each community has access to county health and human services as well as Community Action Programs. Service and referral relationships at the county level will be coordinated by Leadership Implementation Teams. Members and advisors to that committee will be identified as part of the needs assessment process and may include cultural leaders and liaisons, business leaders, employers working effectively with cultural groups; those working with homeless and highly mobile families within each school district; service providers working with children in foster care and protective services; medical, dental, psychological and chemical health resources, those offering supports for families of incarcerated persons, and those offering support services to military families. These members and advisors will be tapped to recommend community-based solutions to access, coordination, and programming issues. For example, they may make recommendations to ensure that comprehensive services can be accessed by children whose families are highly mobile or homeless, or identify transportation options for children living in rural parts of their community when parents cannot afford reliable transportation.

Finally, MDE will ensure the delivery and coordination of effective services to high-need children by training instructional staff throughout the term of this grant. The Centers of

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Excellence, institutes of higher education and Child Care Aware will offer PD on strategies for supporting English Learners in the classroom, working in inclusive classrooms, and providing culturally responsive care and education. Instructional Leaders will ensure application of this learning through coaching and facilitating P-3 professional learning communities. Minnesota's Early Learning Council has been compiling promising practices and can identify best practices and case studies that can be shared in quarterly Transformation Zone meetings.

E(9) Cultural and Linguistically Responsive Outreach. Minnesota's ECFE and Head Start have long histories of working with families to build protective factors, engage them in programs, support their child's learning and development and support parents as decision makers in their child's education. Site-based Parent Liaisons will work with these programs, other community-based organizations and parents to develop a meaningful family engagement plan.

MDE will offer PD to enhance skills of instructional staff in this area. Subgrantees will contract with WIDA to provide PD for instructional staff on four key elements of working with English Learners and their families:

- Understanding and utilizing the WIDA Early Language Development Standards.
- Building state and local capacity through training, coaching, and technical assistance.
- Making informed decisions using the suite of early language development assessments.
- Promoting culturally appropriate family engagement.

WIDA training is intended to help preschool teachers to support the maintenance of the home language and literacy development while promoting English language development, thus supporting bilingualism wherever possible.

Minnesota's new Framework for Universal Multicultural Instructional Design will guide the development of all new professional development created by the state. This is a tool that recognizes that early childhood care and education professionals bring values and practices from their families, cultures and individual learning experiences into PD. Newly developed modules will invite the expertise of and experiences of those attending. In addition, PD regarding relationships with families based on the state's revised KCF contains a number of skills and competencies in working with families including program orientation, supporting parent and family competencies, encouraging educators to reflect on protective urges, and to clearly identify their role as well as developing professional boundaries.

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E(10) Partnerships. MDE ensures strong partnerships through the Transformation Zone systems change initiative, specifically through the Leadership Implementation Team and the Building Implementation Team which meet monthly with providers, community-based organizations and other stakeholders to monitor program progress and foster improvements.

E(10)(a) Transitions to kindergarten. The Instructional Leader, who plays a key role in the classroom and on the Building Implementation Team, works across the P-3 continuum to align curriculum and instructional practice. The Instructional Leader provides coaching and training on curriculum and use of data to inform instruction in professional learning communities that may extend over grades and across sites, thus creating a common approach and experience for children, educators, and families.

The Leadership Implementation Team, Instructional Leaders, Community Coordinator, Parent Liaison, the principal and/ or center director will participate in the P-3 Leadership Institute to be scaled within the Centers of Excellence as part of this grant. This institute provides a forum to increase dialogue and collaboration among preschool and K-12 educators with the goal of creating an aligned, coherent system. This will include aligning processes, such as enrollment, contacts, policies and terminology across the continuum. Instructionally, there will be a focus on horizontal and vertical alignment, both of which ease transitions. With horizontal alignment, teachers collaborate to plan across grade or age levels. This not only helps align learning experiences, but it also helps align standards and expectations. With vertical alignment, there is an intentional process of ensuring that each age level or grade prepares a child for the next level. Strategies for vertical alignment include joint professional development, opportunities to collaborate, and forums for shared communication.

Parent Liaisons work with Community Coordinators to help children and families to prepare for transitions. Strategies include home visits, "field trips" to kindergarten classrooms, kindergarten teacher visits to preschool classrooms, year-round and summer transition programs, kindergarten orientations, and staff follow-up with the family member designated as the person responsible for transition process.

E(10)(b)(i).Professional Development. MDE will work with DHS and other partners to offer PD for early childhood educators across all settings in a mixed-delivery system to enhance their ability to deliver High-Quality Preschool aligned to State Criteria. MDE will develop training on topics to include aligning curriculum to the early learning standards, using

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assessment to inform instruction and effective strategies to support dual language acquisition including the importance of maintaining the child's home language and stages of acquisition of a second language. Additionally, MDE will extend PD on working with Culturally and Linguistically Diverse families, using the Bilingual English Language Assessment (BELA) toolkit and screening for non-English Speaking Families. PD will ensure that teachers are skilled in the best practices for service ELs, especially in instructional strategies that support development of key concepts in the home language, instruction in culturally-appropriate contexts, and selection of appropriate assessments.

Minnesota's newly revised KCFs have added competencies in engaging families. This new section asks that educators become more skilled at creating a welcoming setting, establishing an open, cooperative, reciprocal relationship, and sharing more information about children's progress among other skills. PD will be offered in person or online through the MDE's Centers for Excellence and/or by Child Care Aware. MDE also will work with faculty at institutes of higher education across the state to encourage their use of the KCF in the teacher preparation courses they teach. This will provide a pipeline of educators who are prepared to address the needs of Eligible Children as the state expands programs that meet the State Criteria for High-Quality Preschool Education.

The Parent Liaison will educate parents about engaging in their child's education, extending classroom learning at home and making decisions about their child's education.

E(10)(b)(ii). Comprehensive Services. Subgrantees will build upon existing relationships to offer comprehensive services in High-Quality Preschools. Additionally, each Leadership Implementation Team will ask Head Start partners to share best practices regarding how their programs identify services, coordinate with partners, and match families to needed services. The Leadership Implementation Teams will use that as a framework for identifying additional services to wrap around High-Quality Preschool. Early learning intermediaries and philanthropic organizations such as the United Way will be asked to help identify local organizations that assist Eligible Children and their families with critical services. From this information, a database of partners and services will be created, and a protocol for screening, referring and following up will be outlined. This will be expanded in 2018, when the state introduces Help Me Grow as a statewide referral source for comprehensive services.

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E.(10)(b)(iii) Disabilities. During the 2013-2014 school year, more than 70% of preschool children with disabilities participated in early childhood programs that included typically-developing peers. The MDE provides meaningful PD to build capacity across sectors to include all children. For example, in northern Minnesota, a group of LEAs stitched together funding from Head Start, early childhood special education, and a local donor to establish a high quality comprehensive program that uses a multi-tiered system of support paired with ongoing assessment to target children needing small group or individual instruction to succeed. In southern Minnesota, a child care center is partnering with a district to implement Technical Assistance Center on Social Emotional Intervention (TACSEI)'s Pyramid Model for Supporting Social Emotional Competencies in Infants and Young Children, and provide needed program space to increase the available intensity of special education services.

E.(10)(b)(iv) High-Need Children. MDE provides LEAs with funding to assist high-need populations, including transportation costs and interpreter services. Community Coordinators will identify and create community linkages to support special populations. MDE will foster coordination with state offices and resources for children who are homeless, who reside on Indian lands, who are migrant, who are in the child welfare system and who are ELs. MDE will offer PD through the Centers of Excellence, institutes of higher education and Child Care Aware to train instructional staff on working with Culturally and Linguistically Diverse families, using the Bilingual English Language Assessment (BELA) toolkit, bilingual language development, and screening for non-English Speaking Families. In the White Earth Transformation Zone, the Leadership Implementation Teams will work with tribal Head Start agencies and with the Minnesota Tribal Resources for Early Childhood Care to coordinate comprehensive services that can be offered through schools in the Zone.

E.(10)(b)(v). Facilities. Minnesota LEAs began planning for full-day kindergarten more than 18 months ago. As part of that planning, all districts assessed their facilities and their capacity to accommodate early learning programs. The LEAs included as subgrantees in this grant have located, renovated or rehabilitated space with which to offer High-Quality Preschool by 2015, and will outline a plan for creating additional space in their implementation plans for providers in a mixed-delivery system who often lease space from LEAs.

Minnesota's Early Childhood Learning and Child Protection Facilities bonding provides early childhood grants to help local entities renovate and renew substandard older, or construct

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new, early childhood facilities. Grants must be matched ^{(b)(4)} % with local sources, which can include tax levy. The facilities must be owned by the state or a political subdivision, but are often leased to organizations that operate the programs (*e.g.* Head Start, School Readiness, Early Childhood Family Education, and licensed child care). Priority is given to projects that demonstrate how the grant can enhance or support provision of early childhood services that improve children's school readiness by meeting research-based program quality standards. From the program start (1992-2013) some \$ ^{(b)(4)} has been awarded to 69 sites, 14 projects in the Metro counties and 55 projects in Greater Minnesota. An additional \$ ^{(b)(4)} appropriated by the 2014 legislature is available for competitive bidding.

E(10)(vi) Sharing Data. MDE is the state agency authorized to receive educational data from LEAs pursuant to federal and state statutes, rules, and regulations including, but not limited to, the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 1232g, and related federal regulations at 34 C.F.R. Chapter 99. MDE is authorized to maintain educational data about children pursuant to Minn. Stat. § 125B.07, subd. 6. Federal Head Start authorization references FERPA (42 USC 9801, Sec. 641A(a)4A). MDE also administers Minnesota's Head Start program pursuant to Minn. Stat. § 119A.50. Pursuant to Minn. Stat. § 119A.50, Subd. 2 Head Start data is classified as private. It is also classified as benefit data Minn. Stat. § 13.462.

As such, MDE has existing protocols to ensure that records are maintained and data is shared in ways that meet or exceed federal, state, and local requirements. During the Exploration Phase of this grant, MDE will review and revise protocols in consultation with LEAs to address any additional data requirements necessitated by the Preschool Expansion Plan. MDE will work in coordination with our Data Privacy Official to implement the protocols in accordance with FERPA (20 U.S.C. 1232g, and related federal regulations at 34 C.F.R. Chapter 99) and Head Start data privacy statute (42 USC 9801, Sec. 641A(a)4A), Minn. Stat. Ch. 13 and other relevant local practices that may surpass state and federal law. These practices will address the sharing of information from the family, to the local staff working with the child and family, including comprehensive services, to the LEA to MDE to USDOE. The protocols will build on existing data submission systems from LEAs to MDE where available to provide system maintenance and expansion at the end of the grant. These protocols will reference only the collaborators with a need to know to implement the grant and coach local staff to improve child outcomes.

E(10)(vii) Community-Based Learning Resources. Minnesota's Preschool Expansion Plan builds on a series of interconnected learning resources already in place in the Transformation Zones (including Promise Neighborhoods and Tribal Communities) included in this grant. For example, in 2014 Minnesota's Library System partnered with Head Starts and other early learning providers to introduce the One Book program, which highlights the importance of families reading with toddlers by focusing the whole state on a single book for a one-year period. The Community Coordinator in each preschool site will coordinate local resources, facilitate their incorporation in the High-Quality Preschool program where appropriate, and promote these resources to families.

F. (1) (a). Coordination of Programs Birth-5. Minnesota's Preschool Expansion Plan is designed to work through strategic partnerships to create a statewide High-Quality Preschool system that promotes and sustains student access, achievement, and family engagement over a continuum from B-3 grade. Because of ECFE, now in its 40th year, Minnesota is in a unique position to serve children and families across that continuum. MDE, LEAs and the Minnesota Association of Family and Early Educators (MNAFEE) collaborated on the creation of a Five-Year Plan (Appendix 21) that positions ECFE as a Hub for Early Learning and Family Services, Connecting Schools and Communities (See also Competitive Priority 2).

Focused, intentional alignment has been a priority in Minnesota since 2011 when MDE hosted a statewide P-3 conference and co-sponsored a summit. In 2012, a state team comprised of MDE staff, LEA and community partners participated in the *Making it Work: Implementing a Comprehensive PreK-3rd Grade Approach* institute at Harvard. This informed our development of a theory of action, which the state is now working to advance along three paths:

Manage alignment and coordination statewide. MDE is working with the National P-3 Network to develop job-embedded PD for early childhood and early elementary teachers, superintendents, principals, school boards, instructional leaders, early learning center directors, community organizations, and families in support of aligned practices. We have included funding in this grant to extend a collaboration with the Greater Twin Cities United Way, the Minnesota Elementary School Principals Association (MESPA) and TIES to expand the P-3 Leadership Institute. The institute expands system-wide knowledge and ability to align policy, practice, systems and supports across the early learning continuum.

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Build Capacity. Through the use of Transformation Zones, MDE seeks to build capacity for communities, in partnership with LEAs and community partners, to plan and implement an aligned and systemic Common P-3 Framework. Our RTT work has proven that better outcomes are achieved when we introduce innovations through Transformation Zones that allow for the simultaneous development of innovations and infrastructure. Leadership Implementation Teams in each Transformation Zone will develop a communications plan that includes strategies for reaching even isolated or hard-to-reach families (e.g., home visitations, working with culturally specific organizations, social media) and using existing resources such as ECFE Parent Liaisons to inform parents of choices, access and supports in their own community.

Support Cross-Sector partnerships. Minnesota has a robust system of evidence-based family home visiting supported through local public health and Early Head Start funding. High risk families engaged through evidence-based home visiting services are more likely to be referred to appropriate comprehensive services to help them thrive and to help young children be prepared for school success. MDH is in the process of developing a strategic plan for infants, toddlers, their families, and communities which will work to improve the following outcomes known to improve kindergarten readiness, reading well by 3rd grade, and a successful trajectory: Healthy and well-timed births; infants and toddlers meeting developmental benchmarks as appropriate; Infants and toddlers are supported and thriving within their families and communities; and Systems are flexible, responsive and easy to navigate. We are confident that this effort will work in tandem with the approaches within this grant application to ensure early learning success and kindergarten readiness for children in the Transformation Zones.

F(1)(b). Enhanced Services. MDE, in partnership with the state departments of Human Services and Health will support Transformation Zones as they respond holistically and systemically to the needs of very young children and their families. The agencies approach these services with the understanding that child development is a process, not a singular event, and is dependent upon the experiences and environments available to each child. The strength of this approach is that we are enhancing and expanding a current program. ECFE will be able to serve as an early childhood and family hub in the community, thereby increasing access to a variety of available programs and services that benefit children and families.

F(2)(a) Prepared for K. In aligning the KEA to ECIPs, state academic standards and Common Core ELA standards last year, Minnesota created an environment in which multiple

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valid and reliable assessments may be used continuously throughout the preschool year and aid in measuring whether students are well-prepared for kindergarten. By 2016, using results from the KEA and the state's new Early Education database, MDE can begin assessing strengths and weakness across the P-3 continuum and working through the Leadership Implementation Teams to identify, modify or create instruction, supports, and professional development that can improve the preparations and thus the scores on the KEA. As further described below, the introduction of transition portfolios will support smooth transitions for children, families and educators.

F. (2)(b) Sustained Gains. The High-Quality Preschool Instructional Leader, in partnership with school principals and center directors, will promote alignment of curriculum, practice and PD across P-3 to support and sustain educational gains. Building Implementation Teams will work to ensure that children attending High-Quality Preschool also are enrolled in full-day kindergarten if selected by parents, and to support children and families in that transition. Most parents selected the full-day kindergarten option in our program's first year.

Further, MDE is developing criteria for the introduction of *Transition Portfolios* by September 2015. These portfolios will help tell the story of a child's learning experience as well as academic and social development in relation to grade level standards and goals established by teachers and families. Portfolios will follow students through their grade levels P-3, reach across all learning domains, and contain the prior year's data. They will be shared with teachers, families, and early learning providers to foster continuous collaboration between community-based preschools and meaningful family engagement between schools and families. Once the Transition Portfolios are in place for P-3, it will serve as a basis for collaboration within and between early learning development programs and elementary schools.

F(2)(c). K-3 Family Engagement. Updated in the last legislative session, ECFE now includes a Parent Education Transition Program that allows ECFE to provide parenting and family education throughout the learning continuum up to 3rd grade. Parenting educators will build relationships with families during the early childhood years. They will then work with families and provide support through preschool and into the early elementary years. P-3 Plans will be developed in coordination with other programs in the district (*e.g.* Title I, special education) and the community (*e.g.* Head Start and specifically its Parent, Family, Community

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Engagement framework) to support the long-term engagement of families (See also Competitive Priority 2).

F.2. (a)(i) K-3 Alignment of Standards. MDE is currently revising ECIPs to create a seamless document covering developmental stages from birth to kindergarten. It also is revising K-12 standards and has developed a schedule for continued revision that will keep the standards aligned moving forward. Standards now incorporate Common Core ELA. School readiness expectations will be enhanced once the KEA pilot is completed and MDE can begin to collect statewide data on school readiness assessments, beginning in 2016.

F.2.(a)(ii) K-3 Alignment of teacher preparation, credentials, and workforce competencies. As part of our RTT-ELC work, Minnesota revised our Knowledge and Competency Framework for Early Childhood Educators (KCF) and integrated it with our Board of Teaching Standards (B-12) to create a shared framework for PD in support of P-3 alignment. The Regional PD Councils support alignment over all settings. And PD is job-embedded through a professional learning community facilitated by the Instructional Leader that is horizontally and vertically aligned (*e.g.* all preschool teachers and assistants, and all preschool teachers with all kindergarten teachers). Teaching assistants are included in these professional learning communities to the greatest extent possible.

F(2)(a)(iii) K-3 Alignment of Comprehensive Early Learning Assessment Systems. MDE's Division of Early Learning work closely with K-3 staff to align criteria for assessment, curriculum-based measures, and PD for best practices for assessments in the early grades. An example of this alignment is the guidance developed and provided for Reading Well by Third Grade, a legislative initiative that requires LEAs to develop comprehensive (P-3) literacy plans that require using data to inform decision-making. MDE provides online resources¹ and tools for teachers and instructional leaders to design instruction that responds to the learning needs of students, including a webinar on Using Data to Inform Instruction, guidance for creating and implementing a comprehensive assessment plan, and a self-assessment tool to help LEAs determine their readiness to implement comprehensive assessment systems that extend P-3.

F(2)(iv) K-3 Alignment of Data Systems. Minnesota's K-3 data system are currently aligned through existing LEA and MDE protocols for child-level reporting of assessments, staff,

¹ <http://www.education.state.mn.us/mde/edexc/readwell/prek3readassess/index.html>

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physical facilities, and fiscal reporting. RTT-ELC resources were prioritized to support aligning local software systems for early childhood to align with K-3 software systems beyond those already existing for ECSE and universal early childhood screenings. RTT-ELC also is supporting the revision to existing state systems to bring early childhood data in line with K-3 data systems. This joint work at the local and state level positions the technology to support the Governor's proposal for the creation of universal preschool in 2018. Additional data system enhancements that may be identified during the exploration period (January-March 2105) will build on these existing protocols wherever possible to ensure efficient use of financial and staff resources.

ECLDS and SLEDs are already achieving efficiencies through building on the same architecture including the linking engine. These longitudinal environments will provide the long-term outcomes repository to ensure High-Quality Preschool outcomes are monitored with this grant funding. Further, they will be able to track Minnesota's outcomes for the Governor's proposed universal preschool in 2018.

F(2)(v) K-3 Alignment of Family engagement strategies. Updated in the last legislative session, ECFE now includes a Parent Education Transition Program that allows ECFE to provide parent and family education throughout the learning continuum up to 3rd grade. Parenting educators will build relationships with families during the early childhood years. They will then work with families and provide support through preschool and into the early elementary years. P-3 Plans will be developed in coordination with other programs in the district (*e.g.* Title I, special education) and the community (*e.g.* Head Start and specifically its Parent, Family, Community Engagement framework) to support the long-term engagement of families (See also Competitive Priority 2).

G. Budget and Sustainability

G.(1) Funding High-Quality Preschool. MDE is requesting \$56,893,756 in federal Preschool Development Grant - Expansion Grant funding over 4 years to be matched by \$(b)(4) in matching contributions from other sources. In total, we have budgeted \$(b)(4) for the implementation of our ambitious yet achievable State Preschool Expansion Plan to provide 5,600 slots for Eligible Children to attend High-Quality Preschool over the next four years.

More than 60% (3,438) of the slots created in our plan are new slots: In Year 1, 674 Eligible Children will be served in new slots at a projected per-child cost of \$(b)(4). The

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number of Eligible Children served increases each year to 824 in Year 2, to 940 in Year 3, and to 1,000 in Year 4. The projected per-child cost increases to \$(b)(4) in Year 2 and then drops to \$(b)(4) in Year 3 and \$11,542 in Year 4. The difference in costs each year reflect changes in one-time start-up costs for brand new classrooms and the distribution of total costs over a larger number of children served each year.

About 40% (2,196) of the slots created in our plan are improved slots: In Year 1, 469 Eligible Children will be served in improved slots. That number increases to 549 in Year 2, and to 589 in each Year 3 and Year 4. The projected per-child cost for improved slots is \$(b)(4) in Year 1, \$(b)(4) in Year 2, \$(b)(4) in Year 3 and \$(b)(4) in Year 4.

The cost differential for improved slots over the four years is explained by the reduction in grant funding allocated to improved slots. In the first year, grant funds cover approximately (b)(4)% of the total cost for an improved slot and in the last year grant funds will cover (b)(4)% of the total cost for an improved slot. Subgrantees will be responsible for contributing an increasing portion of the cost in each year of the grant.

Minnesota's cost per child for new and improved slots is calculated as a combination of community and classroom costs (described below) divided by the number of children served in each type of slot for each year.

Community level costs. The first year of the budget begins to put in place important infrastructure to support the community and the classrooms and ensure the quality of services provided to children across the program. On-going infrastructure costs is reduced from (b)(4)% of the overall program costs in the first year of the grant to (b)(4)% in the last year as the program expands and serves more children. ...

Minnesota's High-Quality Preschool Program model requires a Leadership Implementation Team in each community that develops implements and ensures the effective on-going provisions of the State Plan. This plan requires each community to employ a team made up of an Instructional Leader, Community Coordinator and a Parent Liaison. Additionally, communities will employ a part time (0.5 FTE) administrative staff to collect and enter data to support continuous improvement. Minnesota's budget provides grantees with resources to fund approximately 3.5 FTEs for each community at for a total of \$(b)(4) each year for each Transformation Zone.

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Moreover, Minnesota's model for a High-Quality Preschool Program emphasizes implementing the model with high fidelity which requires PD and coaching to promote and sustain effective implementation. PD will include training for ELs and coaching for an effective learning experiences, aligned curriculum and assessment, parent involvement and engagement, the science of implementation framework and data-driven decision making. Each of the subgrantees will contract with PD providers at \$(b)(4) in the first year, \$(b)(4) in the 2nd year, \$(b)(4) in the third and \$(b)(4) in the fourth year (\$(b)(4) overall) to ensure adequate resources are devoted to teacher-training and effective implementation.

The new High-Quality Preschool program increases current requirements for teacher educational levels and creates a new demand for highly qualified teachers in markets where the supply is inadequate. Thus, Minnesota and each Transformation Zone will need to increase workforce capacity to ensure an adequate supply of teachers with bachelor's degrees for new classrooms in these communities. Our proposal requires that subgrantees create or supplement scholarship program for current and prospective early childhood teachers to allow them to pursue and complete their bachelor's degree from local colleges and universities.

Classroom Costs. Minnesota's plan for a High-Quality Preschool program is an ambitious yet achievable plan that will expand and improve the current state preschool program to a robust High-Quality Preschool Program. Today many LEAs in Minnesota run preschool programs for half a day and/ or just a few days per week. The majority of the funding under this grant will support the costs associated with the classroom to hire full-time teachers with bachelor's degrees, full-time teaching assistants and additional facility costs for extending current programs to full-time programs. Annual classroom costs for Minnesota's High-Quality Preschool Program model include salaries of the classroom teacher and teaching assistant; annual supply costs; rent and utilities; transportation, and a literacy intervention program, Minnesota Reading Corps.

Classroom teachers will be compensated similar to K-12 licensed teachers, therefore Minnesota's budget provides for an average teacher salary at \$(b)(4) per classroom per year. Additionally, to ensure ratios of 10 to 1 or less, classroom costs include a teaching assistant for each classroom at \$(b)(4) per classroom each year. Other standard annual costs estimated per classroom include supplies at \$(b)(4) and rent and utilities at \$(b)(4) and a literacy intervention

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component at \$(b)(4). Transportation is included in classroom costs at \$(b)(4) per child per year. These costs total an estimate classroom cost of \$(b)(4) per year.

Minnesota will fund new slots at 100% of these costs and improved slots will be funded at approximately 70% in the first year and reduced each year to 35% in the second year, 25% in the third year and 20% in the fourth year. MDE will provide technical assistance to Subgrantees to help them create a plan to use other sources of funding including state and local to cover the additional cost for improved slots.

Additionally, the budget acknowledges the upfront start-up cost for each new classroom in the first year of opening a classroom. These costs include classroom furniture, equipment, curriculum and assessment materials, and technology setup. Minnesota's High-Quality Preschool program model includes a parent resource room for each site, and initial setup costs associated with resources for these additional services to children and their families. Overall, Minnesota has calculated that these initial costs for creating a new classroom equates to approximately \$(b)(4) per brand new classroom in any year of the grant. This additional cost is associated with 38 new classrooms in Year One, 8 new classrooms in Year Two, 6 new classrooms in Year Three and 3 new classrooms in Year Four.

In the first year of the grants additional funds for improved classrooms are also included to cover the start-up costs associated with opening a parent resource room and additional assessments for an additional \$(b)(4) per improved classroom in the initial year of the grant (26 classrooms).

Classroom costs in the first year of the grant include start-up costs for the program and actual programs beginning in September. Each year after that, the cost represents the second half of the current school year and the first half of the next school year.

The total of the community infrastructure costs and the new and improved classroom costs are added together for each year of the grant and then divided by number of each new and improved slots served in year to determine the cost per child. New slots for each year are estimated at \$(b)(4) in Year One, \$(b)(4) in Year Two, \$(b)(4) in Year Three and \$(b)(4) in Year Four. Improved slots are estimated at \$(b)(4) and \$(b)(4) respectively in Years One through Four of the grant.

State Infrastructure. In addition to costs associated with the direct provision of early childhood programming by the subgrantees, Minnesota will use administrative funds to manage

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the overall grant, provide state level coordination of implementation of the state's High-Quality Preschool program across communities, and monitor fidelity of implementation across communities. Additionally, funds will support continued improvements to the state's ECIPs, KCF and ECLDS.

In the first year of the grant, the state will hire a total of 3 FTEs to manage the work and responsibilities of the grant and the High-Quality Preschool program. A State Preschool Program Manager will be hired for the overall project management of the grant including the statement of work and subgrants. An Implementation Coach will serve as a state-level implementation specialist to strengthen implementation informed work, provide technical assistance through systems coaching, and develop the capacity of communities to deliver High-Quality Preschool programming. A 0.5 FTE will be hired to oversee fiscal monitoring of subgrantees. An additional 0.5 FTE will be hired to provide administrative assistance to the staff funded by the grant. Salary and benefits are included for each of these FTEs, as well as supplies and rent at \$8,5000 per FTE which is not included in the agency's indirect cost. Travel is also included for staff to attend state, local, and regional meetings. These activities will continue for the length of the grant.

Funds in the first two years of the grant will be used for enhancements to current data systems to incorporate new data elements specific to the High-Quality Preschool program including data elements to be used for the evaluation of the program. MDE will contract with the MN.IT, Minnesota's centralized IT agency, to provide these initial system enhancement and ongoing maintenance and technical assistance for the duration of the grant.

In Years Two through Four of the grant, additional administrative funds will be used to support 0.5 FTE to support the ongoing revision cycle of the ECIPs in alignment with the state's revision cycle of K-12 academic standards, and an additional 0.5 FTE to continue work on the KCF, draft PD standards and work with institutes of higher education and community providers to develop strategies to increase workforce capacity.

G(2) Coordinate the use of existing funds. Minnesota has a strong history of coordinating resources that support families and young children. Minnesota's current preschool program, School Readiness, had been funded over the past decade by approximately \$10 million in state aid and another \$10 million in local and private funding. The state's budget for High-

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Quality Preschool will leverage these funding sources by improving 469 slots in this program in the first year of the grant.

Minnesota is one of the few states that invests over \$ (b)(4) of state funding each year to add slots to Head Start. Minnesota's state preschool program includes the state-funded Head Start slots, and each community will be using a portion of their funds to either improve current Head Start slots or provide new slots in Head Start programs. This will help the state leverage the high-quality program already provided by the state 32 Head Start grantees.

The Child Care and Development Block Grant will be leveraged in multiple ways throughout the activities of this grant. First these funds provide child care assistance to eligible children attending the state's High-Quality Preschool in slots in child care settings. The child care assistance funds can be used to help provide children with before and after care for the program and help support families by covering costs for younger siblings to be in the same child care setting. The Child Care and Development Block Grant fund also supports the state's TQRIS, which will be used to rate the quality of the High-Quality Preschool program and help other improve the quality of other programs in support of expanding the High-Quality Preschool program through a mixed-delivery system.

Minnesota is a birth mandate state, and part C and section 619 of part B of IDEA are administered by the MDE. LEAs have the primary responsibility of coordinating services of children with special needs. Minnesota coordinates funds received through Part C and Part B/Section 619 of IDEA in ways that expand access to quality programs for children with high needs. Additionally, children served by Part B/Section 619 generate additional state general education revenue which can support the child while attending the state's High-Quality Preschool Program. Annually, 10% of Part C funds are dedicated to public awareness and outreach activities to locate, identify, and serve children who may be eligible for early intervention or preschool special education services. Families of children who are evaluated and not found eligible but who are still at risk for poor learning outcomes are routinely linked with other early learning resources and programs. Federal IDEA funds support the Center of Excellence for Young Children with Disabilities, the regionalized PD system that builds quality across early learning sectors that include young children with disabilities.

Through Minnesota's RTT-ELC, the state has worked to educate and incentivize LEAs to direct Title I funds toward early childhood education. The MDE has worked across divisions to

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improve Title I reporting to identify school districts using Title I funds in early childhood and provide training and technical assistance to school districts on how to blend and braid Title I funds with other sources of funding to provide High-Quality Preschool programming. Since the beginning of the RTT-ELC grant, Minnesota has increased the number of school districts using Title I in early childhood from 1 LEA to 32 LEAs in FY 2014.

Minnesota's McKinney-Vento implementation plan describes procedures to ensure that children experiencing homelessness have access to early childhood programs administered by the state and Head Start, and Minnesota's homeless coordinator works to coordinate with agencies that serve preschoolers to improve the provision of comprehensive services to children. LEAs are required to employ a homeless liaison whose responsibilities include ensuring that young children receive the educational services for which they are eligible, including Head Start and Even Start programs and preschool programs administered by the LEA. LEAs can also use their McKinney-Vento funds to provide early childhood education programs for children in homeless situations, if such programs are not otherwise provided through Federal, State, or local funding. Each community receiving funds under this grant will comply with McKinney-Vento's mandates by providing equal access to homeless children and will coordinate with the LEA's homeless liaison to ensure that homeless children are provided the supports they need to attend the state's High-Quality Preschool program.

LEAs also will be encouraged to access federal funding for either the Child and Adult Care Food program or the Free and Reduced Lunch program to reduce the cost of providing low or no cost healthy lunches and snacks to children attending the High-Quality Preschool program. Moreover, the state's newly funded Early Learning Scholarships also will be leveraged in each community to support the state's High-Quality Preschool program model and cover additional local costs to support children's access to high quality comprehensive services.

G(3) Sustain the High-Quality Preschool Program. Minnesota's budget represented by this plan will help introduce our state's High-Quality Preschool Program for Eligible Children and lay the groundwork for the Governor's call for universal preschool by 2018. At the conclusion of the grant, Minnesota will have the ability to maintain the level of quality and sustain and expand new slots through the leveraging of multiple funding sources. The first of these strategies is to require subgrantees to develop a plan for enrollment and attendance to

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maximize state reimbursement funding and enroll Eligible Children in subsidy programs for which they are entitled.

Additional efforts to support the High-Quality Preschool Program statewide will include working with LEAs to use the current School Readiness funding to support quality improvement in the current state preschool program and provide additional Early Learning Scholarships funding to continue to expand the program. Other opportunities to leverage funding is to ensure the additional state funding provided to LEAs to support the inclusion of children with disabilities in preschool programs through K-12 funding and compensatory revenue are directed to the preschool program serving the child. Moreover, MDE will continue the work begun through the RTT-ELC grant to encourage LEAs to maximize the use of federal Title I funding for preschool. Minnesota also will continue the practice of creating more economically diverse environments by enrolling families who can pay for preschool slots on a sliding scale.

The state will promote accessing other state funding sources to support the components of the model, such as using state ECFE funding for the Parent Liaison position and parent resource room. Local and in-kind options also will be explored, such as the use of volunteers, through models such as the Minnesota Reading Corps, to expand the resources of subgrantees. The Reading Corps uses full-time AmeriCorps volunteer tutors who focus on the delivery of literacy interventions in the classroom in support of the teacher. These tutors are paid for with a combination of federal, state and private dollars that could be used to help sustain or expand High-Quality Preschool...

Competitive Priority 1 - Matching Funds

As more fully detailed in the Excel Spreadsheets, Table A (Appendix 1) and Table B (Appendix 8), Minnesota is contributing \$(b)(4) in the year prior to the grant, \$(b)(4) in the first year of the grant and \$(b)(4) in years 2, 3 and 4 of the grant in non-Federal Sources to the implementation of the High Quality Preschool Plan each year, for a total of \$(b)(4) over the grant period, or (b)(4)% of the total requested amount of the grant. The source for the Matching Grants is detailed in the Budget Narrative, attached separately.

Competitive Preference Priority 2:

Supporting a Continuum of Early Learning and Development

US Secretary of Education Arne Duncan, addressing the National Association for the Education of Young Children Annual Conference (November 18, 2009), said, "Now if we are to

Education

prevent the achievement gap and develop a cradle-to-career educational pipeline, early learning programs are going to have to be better integrated with the K-12 system."

Minnesota's ECFE program is the foundation on which our state is creating a seamless pathway for children and their families as they progress along a B-3 continuum. ECFE is Minnesota's largest, most established school- and community-based early childhood program. It operates in each of the High-Need Communities in this proposal. It is dual-generational by design, serving parents and families with children before birth and up to 3rd grade.. ECFE provides parenting classes, home visits, resources, and supports that meet a wide range of needs in the school and community. As such, ECFE is a highly adaptable program which allows LEAs to design programming and services that best meet the needs of families and communities.

ECFE is also uniquely positioned in LEAs structurally. Its classrooms are often located in both school buildings and community buildings. ECFE not only connects parents and families with school through the early years, but it also connects LEAs' community education programs with its K-12 programs. We intend to take advantage of this structure by assisting subgrantees in creating and implementing B-3 plans as part of their Preschool Expansion Plan. These plans will articulate a seamless progression of supports and interventions from B-3; identify partners, roles and responsibilities; define a process for case management, referral and follow-up; and enable tracking of outcomes for a defined cohort of Eligible Children and their families within each High-Need Community.

B-3 plans will include the following components:

1. *Annual Community Needs Assessment.* Updates to ECFE in the last legislative session created a more intentional focus on children and families with high need. The community needs assessment requires ECFE programs to identify new and underserved families, to identify child and family risk factors that impact learning and development, and to assess parent and family education needs in the community. In MDE's community needs assessment guidance, we promote collaboration with Title I, ECSE, McKinney-Vento Act, Child Care and Development Block Grant Act, IDEA, etc. and community programs, including Head Start, in particular, the Parent, Family, Community Engagement framework, and center-based and licensed child care. This assessment will result in a list of programs and services needed and / or requested in the community.

Department of

Education

2. *Inventory of Comprehensive Services.* Each subgrantee will then identify existing programs and funding, partnerships, and services in its district and across its Transformation Zone, and intentionally design linkages to connect these with children and families in need. For example, LEAs could create recruitment campaigns to recruit preschool participants to school-based extended day programs, offer adult basic education programs in Head Start programs to better serve those families, or provide orientations and family visits to ease transitions from preschool to full-day kindergarten.

3. *Community and Family Outreach.* Community Coordinator and Parent Liaisons at each preschool program will outline strategies to connect children, families and community resources in ways that support the subgrantees' P-3 plan, and are annexed to that plan. A key strategy is community- and relationship-building between parents and families and preschool and school staff that can facilitate interactions as children progress through the learning continuum. Family and community activities at the program level will be designed to support transitions from preschool to kindergarten, and to support the P-3 work that the Instructional Leader will implement at each program site. Where other needs or services are requested or required, especially for cultural communities, these will be communicated through the Building Implementation Team to the subgrantee.

4. *Linkages across providers.* The ECFE update promotes and funds programs to provide a parenting education liaison to providers of other public and nonpublic early learning programs, such as Head Start, school readiness, child care, early childhood special education, local public health programs, and health care providers. This allows for horizontal integration that supports the mobility of children and families across programs and settings in a community.

In partnership with LEAs and the Minnesota Association of Family and Early Educators (MNAFEE), MDE created a Five Year Plan for enhancing ECFE with the goal of maximizing the program's potential and strategically aligning it with other early education and care programs. Two of the main goals in this Five Year Plan (See Appendix 20) are to: (1) establish ECFE as the Central Program in a B-3 system, and (2) position ECFE as a Hub for Early Learning and Family Services, Connecting Schools and Communities.

To achieve these goals, ECFE programs in each LEA also will forge cross-sector partnerships and community collaborations to ensure alignment and coherence B-3.

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Across High-Need Communities, LEAs collaborate in Transformation Zones that allow them to jointly plan, monitor data, share resources and improve programs rapidly. The Transformation Zone structure will support a B-3 continuum by providing a place to convene the educational system with agency, community, nonprofit, parent and other partners and stakeholders.

Leadership Implementation Teams in each Transformation Zone will include philanthropic organizations such as United Way and the Minnesota Initiative Foundation, who can advise how to connect their funded human services and health programs to this continuum through referrals, outreach and aligned services. MDE will coordinate on the state level to ensure that county and local providers of Health and Human Services are participating on the Leadership Implementation Teams as needed to connect and align services and supports. The Leadership Implementation Teams will develop a communications plan that includes strategies for reaching even isolated or hard-to-reach families (*e.g.*, home visitations, working with culturally specific organizations, social media).

MDE will further support this work with funding. We are leveraging ECFE funds to ensure effective implementation of the P-3 efforts described above. We have also provided guidance to child care and early learning providers on how Early Learning Scholarship and Title I funds can be used to support P-3 efforts. Since ECFE is already integrated into LEAs, it is positioned to support children and families in High-Quality Preschool across all early childhood settings (*e.g.*, school-based, charter school-based, center-based (both private and faith-based), licensed child care, and Head Start providers.)

ECFE has demonstrated success in reaching families with high need. ECFE participants with household income below \$10,000 is 9.3% compared to 3.1% for the state average. (or we could include the under \$49,999 numbers, which are 46.3% for ECFE and 30.5% for the state). Furthermore, ECFE licensed parent and family educators have received specific training in designing, implementing, and evaluating parenting education programming and services.

Competitive Preference Priority 3:

Creating New High-Quality State Preschool Program Slots

As demonstrated on Tables A (Appendix 1), Table B (Appendix 8), and the Budget, attached, Minnesota has budgeted \$40,213,794 over four years, some 71% of our federal grant request, to create new High-Quality Preschool Slots for Eligible Children. This exceeds

Education

Competitive Preference Priority 3 requirements for the allocation of (b) % of our federal grant request for this purpose.

Over the four year grant period, our state's ambitious and achievable plan will create a total of 5,634 slots of High-Quality Preschool Slots for Eligible Children. Of these, 3,438 (60%) will be newly-created slots: In Year One, 674 Eligible Children will be served in new slots. The number of Eligible Children served in new slot increases each year, to 824 in Year Two, 940 in Year Three, and to 1,000 in Year Four. Funding for these slots includes start-up expenses including furnishings, technology, curriculum, and PD and workforce development, as well as ongoing costs for staffing, materials, and PD and workforce development.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

To add more "Other Attachment" attachments, please use the attachment buttons below.

Copy this form as a separate word document and save as a PDF document and then upload to Grants.gov under Part 5: Other Attachments Form

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1- Insert Table A

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Attachment 2. State Criteria for High-Quality Preschool

A complete set of Minnesota Department of Education guidance documents for the *PreK Implementation Toolkit* outlining the core components listed below will be available January, 2015.

Teaching Staff

- Three Key Early Learning Staff Positions
 - a. Lead Early Learning Facilitator / Coach
 - b. Community Outreach Facilitator
 - c. Family Engagement Facilitator
- Lead teachers are required to have a Bachelor's Degree in early childhood education or an equivalent administered through an alternative pathway.
- Teaching assistants have appropriate credentials.
- All teachers have participated in training on standards.
- All lead teachers have completed training on implementing curriculum.
- All lead teachers have training on authentic child assessment.
- All lead teachers have training on supporting young children's learning and development in multiple domains (social and emotional, language and literacy, etc.)
- Early Childhood Coordinator, director or lead administrator has Bachelors in Early Childhood Education.
- Formative assessments aligned to the Minnesota Early Indicators of Progress are administered at three times (fall-winter-spring) a year and used to individualize instruction.
- Program measures the quality of adult-child interactions.
- Instructional staff salaries are comparable to the staff of local K-12 instructional staff.

Learning Environment

- Student :Teacher ratio should be no more than 10:1 in a class size of no more than 20.
- Program is full-day (not less than 5 hours), 5 days a week for calendar school year.
- Instruction for children is informed by ongoing assessment of child progress in all age groups.
- Provider conducts self-assessment of the learning environment.
- Teachers use lessons plans and a post daily schedule.

- Provider supplies families with copies of observation summaries prepared using authentic observation practices.
- Center achieves 2.5 or higher in the Instructional Support category of the CLASS assessment.
- Provider regularly updates families with child assessment results.
- If a child has an IEP, assessment results are shared with teaching team with the family's permission.
- Instructional time in the classroom is documented.
- Program performance is monitored to ensure continuous improvement.
- Program instruction focuses intently on language and literacy development.
- Comprehensive services are offered including screenings for hearing, vision, dental, health and development as well as referrals and assistance in obtaining services.
- Children with disabilities are included in the program.
 - Administrative supports are in place to support inclusion;
 - Children with special needs are served in least restrictive environments with IEP goals addressed in the context of the curriculum and daily activities;
 - Children with special needs are served in general education classrooms to the maximum extent possible;
 - The proportion of children with and without special needs reflects that of the general population;
 - The IEP team includes the teacher, parent, child study team member, and special education personnel; and
 - Push in and pull out services are not used or are used on a limited basis
- Intervention and Support
 - A preschool intervention and referral team is fully staffed' and
 - The intervention and support from the team meets the needs of the early childhood staff.

Curriculum

- Curriculum, assessment and instruction must align to the Minnesota Early Learning Indicators of Progress.
- Provides all families with information about health and developmental screening services.
- Provider participates in a food program.
- All lead teachers have training on obesity prevention, including developmentally appropriate physical activities for young children.
- Evidence-based health and safety standards are adhered to at the center.
- Support for Dual Language Learners
 - Teacher use strategies that support dual language learner;
 - The focus is on helping children achieve English competency and maintain their for languages; and

- The curriculum provides numerous language enrichment opportunities

Alignment

- The PreK program is aligned with a Kindergarten program.
- Documented Transition Plan
 - Families, teachers and children are prepared for transitions from preschool to kindergarten and kindergarten through third grade; and
 - Transition activities are planned for children entering the prekindergarten program from early intervention and other settings
- Curriculum is aligned from PreK through 3rd grade.
- The program is aligned with systems that serve children from birth through 3rd grade.
- Program has strong partnerships with LEAs and other Early Learning Providers.
- Program must submit data to MDE for integration into the Early Childhood Longitudinal Data System.
- Kindergarten entry assessment is administered to children during their first 8 weeks of Kindergarten.

Parent and Community Engagement

- Clearly articulated strategy for parent, family and community engagement
- Provider offers orientation meetings for new parents that include a discussion about their preferences, including those related to family traditions and customs.
- Provider has a plan for assisting families with accessing family support services.
- Provider demonstrates ability to communicate with families in parent's primary language
- There are multiple opportunities for parent involvement in their children's learning.
- Teachers meet with parents over the year (fall, winter, spring) to review children's progress and discuss parent program opportunities.
- Providers establish a written parent involvement plan based on a needs assessment that balances home, school, and community participation. Plan is revised and reapproved annually.
- A Parent Involvement Calendar is maintained by the provider.
- A Parent Advisory Group is established at the provider level, meets at least quarterly, includes appropriate community representatives and participates in program planning; community needs assessment, and self-assessment.
- A resource room dedicated to family activities is available. This room includes resources to facilitate engagement in their child's learning and in the community. (e.g., computer with internet, microwave, and library with children's books).
- All families are eligible for a home visit. Priority is given to families with low participation or low child attendance.
- Parents sign a school-home agreement, agreeing to participate in the program for at least 2.5 hours per week.

- Culturally and linguistically responsive family engagement opportunities are present.

Student Population

- Program/center targets eligible children defined as 4 year olds who live in families at 200% poverty or below of the federal poverty levels.

Professional Development

- Principals in elementary buildings receive training specific to early childhood education
- All lead teachers and other staff have professional development plans.
- Teaching staff have regular opportunities with sufficient time allocated to participate in professional development activities.
- Training topics cover all aspects of the child's development. As well as the specific needs of the program.
- Appropriate assistance and training is provided to teachers of dual language learners, as well to teachers working with children with special needs.
- Systematic classroom evaluation is used to determine professional development topics.

Facilities

- Amendments to the long-range facilities plan are formulated with careful consideration given to assessing of the district and community needs, demographic trends, housing patterns, and the adequacy of current facilities based on needs assessment and other evaluations in order to meet the projected need of serving all eligible 4 year olds in the next four years.

Attachment 3. Set of Expectations for School Readiness

Minnesota Preschool Expansion Plan

According to Minnesota statute, a child is ready for Kindergarten when he or she:

- Is at least 5 years of age by September 1st of the child's enrollment year **(120A.20)**
- Has received early childhood screening **(121A.17)**
- Has received medically acceptable immunizations **(121A.15)**

Schools must be prepared to support and respond to all children's individual needs because children arrive at Kindergarten with a wide range of experiences and competencies. Establishing a readiness measure inclusive of children's skills and knowledge at Kindergarten entry provides a basis for adjustments in future service delivery and instruction.

When a child arrives at Kindergarten he or she will exhibit his or her knowledge and skills across multiple learning areas as described in learning and academic standards. These include Social and Emotional Development; Approaches to Learning; Language and Literacy; Cognitive Development (including mathematical and scientific thinking); Physical and Motor Development; and Creativity and the Arts. How each child develops and demonstrates skills in each learning area is different. ...

Opportunities for learning experiences through family and early care and education settings prior to Kindergarten increase a child's ability to exhibit age-appropriate skills and behaviors.

Expectations at Kindergarten entry are spelled out more fully in the Early Childhood Indicators of Progress (ECIPs), Minnesota's early learning standards:

(<http://education.state.mn.us/mdeprod/groups/educ/documents/basic/055947.pdf>) .

Examples of early learning standards for children around Kindergarten age include, but are not limited to, the following. This list is meant only to illustrate examples of children's development and is not intended to be a checklist or assessment of children's skills.

Social and Emotional Development indicators

- Child has confidence in his or her own abilities
- Child has an appreciation of his or her uniqueness in family, community and the world
- Child is able to manage attention and thoughts
- Child notices and may respond to others and their emotions
- Child is able to interact with others in a meaningful way

Approaches to Learning indicators

- Child shows eagerness to learn
- Child is interested in discovering new things
- Child uses a variety of strategies to solve problems
- Child thinks about events and experiences and applies this knowledge to new situations

Language and Literacy indicators

- Child responds to increasingly complex instructions
- Child engages in social conversation with others
- Child uses increasingly complex language to name objects and their features
- Child actively participates in reading activities
- Child recognizes and demonstrates knowledge of print

Cognitive Development indicators

- Child uses simple strategies to solve mathematical problems
- Child expresses wonder about the natural world
- Child makes predictions about objects or natural events
- Child recognizes and describes roles within the community

Physical and Motor Development indicators

- Child develops ability to move body in space with coordination
- Child uses eye-hand coordination to perform a variety of tasks
- Child recognizes and eats a variety of nutritious foods
- Child demonstrates independence with basic self-care needs

Creativity and the Arts indicators

- Child uses a variety of media and materials for exploration and creative expression
- Child shows others and/or talks about what they have made
- Child shares opinions about creative expression



Brenda Cassellius, Commissioner
Minnesota Department of Education
Roseville, MN 55113

October 10, 2014

Commissioner Cassellius:

We strongly support the State of Minnesota's Preschool Development Grant application to the U. S. Department of Education. As HCRC Co-Directors, we prioritize projects that promote well-being in the first decade of life and build state capacity. The grant provides a tremendous opportunity for Minnesota to accelerate the expansion of preschool programs for 4-year-olds. We are delighted to partner with the State and participating districts to help make this a reality.

HCRC is committed to advancing partnerships between public institutions and the private sector in order to best meet the growing needs of our communities. For the past five years, the Federal Reserve Bank of Minneapolis and the University of Minnesota have partnered on multi-disciplinary research on child development, early learning and social policy. The HCRC brings together nationally known scholars to conduct, promote and synthesize research on cost-effective investments in young people. One of our major goals is the expansion of high-quality early learning programs that result in positive outcomes in school readiness and achievement.

HCRC is well positioned through its current outreach and research initiatives to partner with the Minnesota Department of Education and the Office of Early Learning to fully implement the tenets of Minnesota's Preschool Expansion Proposal. Minnesota's proposal for high-quality preschool and sustaining gains over time is based on the 6 key elements of the evidence-based Midwest Child-Parent Center (CPC) program, which HCRC is currently implementing in 29 schools in Minnesota and Illinois through an Investing in Innovations Grant from the U. S. Department of Education.

To demonstrate our commitment to the project, HCRC will provide an in-kind match to Minnesota's application of \$(b)(4) per year for the following services/resources:

- Access to CPC professional development modules for teachers, aides, and parent liaisons and facilitation support on site.
- Full use of CPC implementation tools and technical assistance for the duration of the project.
- Coaching and consultation led by Dr. Reynolds on implementation fidelity and evaluation.

We strongly recommend this proposal for funding and look forward to the opportunity to work collaboratively to support the success of this project in Minnesota. We are confident this collaborative effort will not only improve early learning and development outcomes for our most vulnerable children, but in turn, will lead to greater school achievement and performance.

Sincerely,

(b)(6)

Arthur Reynolds
Co-Director

(b)(6)

Art Rolnick
Co-Director

September 30, 2014

The Honorable Mark Dayton
Office of the Governor
130 State Capitol
75 Rev. Dr. Martin Luther King Jr. Blvd
St. Paul, MN 55155

Dear Governor Dayton,

On behalf of the Early Learning Council, I am writing to express our support for Minnesota's Preschool Development Expansion Grant application.

The Council, is charged with making recommendations to the Governor, Children's Cabinet and Legislature on how to effectively create a high-quality early childhood system in Minnesota to ensure all children arrive at kindergarten school-ready. We seek to ensure a broad range of effective programs, services, family support and partnerships across Minnesota promote the health, social, emotional and academic development of each child.

The Early Learning Council is committed to finding ways to increase access to high quality early care and education programs for children especially for those with high needs. We are committed to ensuring parents and caregivers have information and support to help them make the best decisions for their child and to access health and early learning services that support their child's success.

In recent years, through the Governor's budget and the Race to the Top Early Learning Challenge grant, significant investments in early education have been made. These investments have allowed us to continue to build the necessary infrastructure to create and maintain an operational early childhood system. They have been critical in helping thousands of children from low income families' access early care and education programming that they otherwise would not be able to afford.

And yet there continues to be an unmet need with many more children unable to access high-quality programs. The council is responding with a sense of urgency to do more. The plan set forth in Minnesota's Preschool Development Grant application builds on the concept of transformation zones, by deeply investing in high-need communities. It provides access for many more young children and their families by expanding slots in programs meeting high standards. It demonstrates Minnesota's commitment to improve outcomes for high needs children and ties public funding to high-quality early learning programs for those most vulnerable. These components are critical in building the early care and education system the council supports.

We look forward to working with you, the State staff and the stakeholders and families throughout Minnesota as we move continue to work toward the goal that every child arrives at kindergarten fully prepared.

Sincerely,

(b)(6)

Barbara Yates, Chair
Minnesota Early Learning Council



September 30, 2014

The Honorable Arne Duncan
U.S. Department of Education
400 Maryland Ave SW
Washington DC, 20201

The Honorable Sylvia Mathews Burwell
US Department of Health and Human Services
200 Independence Avenue SW
Washington DC, 20201

Dear Secretary Duncan and Secretary Burwell,

On behalf of the Minnesota Head Start Association, this letter extends our strong support of Minnesota's application for a Preschool Expansion grant and expresses our commitment to upholding the principles of the grant throughout implementation in this state. I understand that, if this proposal is awarded funding, MDE will work with subgrantees to ensure the sustainability of not only high-quality preschool but a continuum of high-quality learning, preschool through third grade – a strategy our organization shares as a priority which will dramatically increase our state's kindergarten readiness percentage as well as the percentage of third graders who are reading at or above grade level by the end of third grade.

Minnesota is committed to building the strongest PreK-3rd Grade system possible, a core component being access to high-quality preschool. The Minnesota Head Start Association understands and values the importance of quality in preschool, and support the following:

- Ensure that all MN PreK programs are high quality as measured by Parent Aware, Minnesota's Quality Rating and Improvement System;
- Increase access to full day preschool programs; and
- Continue to support quality improvement efforts, including supporting strong alignment of curriculum, assessment and instruction in every classroom and continuing to strengthen Minnesota's workforce, technical assistance, use of data and training resources.

The Minnesota Department of Education has a long history of strong commitment to collaborative partnerships, training, providing professional development opportunities and supporting the inclusion of

Minnesota Head Start Association Inc., 904 Valley Drive, Duluth, MN 55804
218-728-1091/fax 218-728-0083, www.mnheadstart.org

underrepresented groups in education. The Minnesota Head Start Association is supportive of this effort and prepared to extend and enhance Head Start services in partnership with preschool and K-3 partners.

We look forward to our continued partnership with MDE as we accelerate forward as a state to meet the Governor's goal of "by 2018, all three and four year olds in Minnesota will have access to quality, affordable early childhood education".

Thank you for the opportunity to apply for this exciting grant. Minnesota is enthusiastic about expanding preschool and we applaud your efforts to help states achieve their educational goals.

Sincerely,

(b)(6)

Gayle L. Kelly

Executive Director, Minnesota Head Start Association, Inc.

Minnesota Head Start Association Inc., 904 Valley Drive, Duluth, MN 55804
218-728-1091/fax 218-728-0083, www.mnheadstart.org



October 2, 2014

The Honorable Arne Duncan
U.S. Department of Education
400 Maryland Ave SW
Washington DC, 20201

The Honorable Sylvia Mathews Burwell
US Department of Health and Human Services
200 Independence Avenue SW
Washington DC, 20201

Dear Secretary Duncan and Secretary Burwell,

On behalf of Child Care Aware of Minnesota, this letter extends our strong support of Minnesota's application for a Preschool Expansion grant and expresses our commitment to upholding the principles of the grant throughout implementation in this state. I understand that, if this proposal is awarded funding, MDE will work with subgrantees to ensure the sustainability of not only high-quality preschool but a continuum of high-quality learning, preschool through third grade – a strategy our organization shares as a priority which will dramatically increase our state's kindergarten readiness percentage as well as the percentage of third graders who are reading at or above grade level by the end of third grade.

Minnesota is committed to building the strongest PreK-3rd Grade system possible, a core component being access to high-quality preschool. Child Care Aware of America understands and values the importance of quality in preschool, and support the following:

- Ensure that all MN PreK programs are high quality as measured by Parent Aware, Minnesota's Quality Rating and Improvement System;
- Increase access to full day preschool programs; and
- Continue to support quality improvement efforts, including supporting strong alignment of curriculum, assessment and instruction in every classroom and continuing to strengthen Minnesota's workforce, technical assistance, use of data and training resources.

The Minnesota Department of Education has a long history of strong commitment to collaborative partnerships, training, providing professional development opportunities and supporting the inclusion of underrepresented groups in education. Child Care Aware of Minnesota is supportive of this effort and prepared to help to align the current work of our organization—particularly as the implementation arm for Parent Aware, Minnesota's Quality rating and Improvement System—with the broader efforts contained in the proposal.

We look forward to our continued partnership with MDE as we accelerate forward as a state to meet the Governor's goal of "by 2018, all three and four year olds in Minnesota will have access to quality, affordable early childhood education".

Thank you for the opportunity to apply for this exciting grant. Minnesota is enthusiastic about expanding preschool and we applaud your efforts to help states achieve their educational goals.

Sincerely,

(b)(6)

Ann McCully
Executive Director

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Minnesota Elementary School Principals' Association

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Joey Page, Ed.D. *President*
Jon Millerhagen, *Executive Director*
Roger J. Aronson, *Legal and Legislative Counsel*

September 26, 2014

The Honorable Arne Duncan
U.S. Department of Education
400 Maryland Ave SW
Washington DC, 20201

The Honorable Sylvia Mathews Burwell
US Department of Health and Human Services
200 Independence Avenue SW
Washington DC, 20201

Dear Secretary Duncan and Secretary Burwell,

On behalf of the Minnesota Elementary School Principals' Association (MESPA), this letter extends our strong support of Minnesota's application for a Preschool Expansion grant and expresses our commitment to upholding the principles of the grant throughout implementation in this state. I understand that, if this proposal is awarded funding, MDE will work with subgrantees to ensure the sustainability of not only high-quality preschool but a continuum of high-quality learning, preschool through third grade – a strategy our organization shares as a priority which will dramatically increase our state's kindergarten readiness percentage as well as the percentage of third graders who are reading at or above grade level by the end of third grade.

Minnesota is committed to building the strongest PreK-3rd Grade system possible, a core component being access to high-quality preschool. MESPA understands and values the importance of quality in preschool, and support the following:

- Ensure that all MN PreK programs are high quality as measured by Parent Aware, Minnesota's Quality Rating and Improvement System;
- Increase access to full day preschool programs; and
- Continue to support quality improvement efforts, including supporting strong alignment of curriculum, assessment and instruction in every classroom and continuing to strengthen Minnesota's workforce, technical assistance, use of data and training resources.

The Minnesota Department of Education has a long history of strong commitment to collaborative partnerships, training, providing professional development opportunities and supporting the inclusion of underrepresented groups in education. MESPA is supportive of this effort and has enjoyed working with MDE and Bobbie Burnham this past year on pre-k – 3

initiatives. We will continue to work together on pre-k – 3 initiatives, through the development of a pre-k principal leadership programming across the state.

We look forward to our continued partnership with MDE as we accelerate forward as a state to meet the Governor's goal of "by 2018, all three and four year olds in Minnesota will have access to quality, affordable early childhood education".

Thank you for the opportunity to apply for this exciting grant. Minnesota is enthusiastic about expanding preschool and we applaud your efforts to help states achieve their educational goals.

Sincerely,

(b)(6)

Jon Millerhagen
Executive Director, MESPA

Sarah Caruso
President and Chief Executive Officer

612-340-7589
carusos@unitedwaytwincities.org

September 30, 2014

The Honorable Arne Duncan
U.S. Department of Education
400 Maryland Ave SW
Washington DC, 20201

The Honorable Sylvia Mathews Burwell
US Department of Health and Human Services
200 Independence Avenue SW
Washington DC, 20201

Dear Secretary Duncan and Secretary Burwell,

On behalf of Greater Twin Cities United Way, this letter extends our strong support of Minnesota's application for a Preschool Expansion grant and expresses our commitment to upholding the principles of the grant throughout implementation in the state.

The Minnesota Department of Education (MDE) is well-suited for this work. MDE will work with subgrantees to ensure the sustainability of not only high-quality preschool but a continuum of high-quality learning, preschool through third grade. This is a strategy our organization shares as a priority which will dramatically increase our state's kindergarten readiness percentage as well as the percentage of third graders who are reading at or above grade level by the end of third grade.

Minnesota is committed to building the strongest PreK-3rd Grade system possible, a core component being access to high-quality preschool. Greater Twin Cities United Way understands and values the importance of quality in preschool, and has been a long-standing partner with MDE to accomplish this. We whole-heartedly support the following:

- Ensure that all MN PreK programs are high quality as measured by Parent Aware, Minnesota's Quality Rating and Improvement System;
- Increase access to full day preschool programs; and
- Continue to support quality improvement efforts, including supporting strong alignment of curriculum, assessment and instruction in every classroom and continuing to strengthen Minnesota's workforce, technical assistance, use of data and training resources.



Greater Twin Cities
United Way

404 South Eighth Street
Minneapolis, Minnesota
55404-1084

The Minnesota Department of Education has a long history of strong commitment to collaborative partnerships, training, providing professional development opportunities and supporting the inclusion of underrepresented groups in education. Greater Twin Cities United Way is supportive of this effort and will continue to partner with MDE to ensure that every child has access to a high-quality preschool.

We look forward to our continued partnership with MDE as we accelerate forward as a state to meet Governor Dayton's goal of "by 2018, all three and four year olds in Minnesota will have access to quality, affordable early childhood education."

Thank you for the opportunity to apply for this exciting grant. Minnesota is enthusiastic about expanding preschool and we applaud your efforts to help states achieve their educational goals.

Sincerely,

(b)(6)

Sarah

THE MCKNIGHT FOUNDATION

710 South Second Street
Suite 400
Minneapolis,
Minnesota 55401
612-333-4220
612-332-3833 fax
www.mcknight.org

September 30, 2014

The Honorable Arne Duncan
U.S. Department of Education
400 Maryland Ave SW
Washington DC, 20201

The Honorable Sylvia Mathews Burwell
US Department of Health and Human Services
200 Independence Avenue SW
Washington DC, 20201

Dear Secretary Duncan and Secretary Burwell,

On behalf of The McKnight Foundation, this letter expresses our strong support of Minnesota's application for a preschool expansion grant. If this proposal is successful, Minnesota will ensure the expansion and sustainability of not only high-quality preschool but of a high-quality, PreK-3rd early learning system.

The McKnight Foundation shares Minnesota's commitment to promoting access, quality, and alignment across the critically important PreK-3rd continuum. We believe the implementation of Minnesota's preschool expansion grant will both dramatically increase Kindergarten readiness and accelerate third grade reading proficiency.

Minnesota is committed to building the strongest PreK-3rd Grade system possible. We know that a core component of this system is widely available, high-quality preschool. McKnight understands and values the importance of quality in preschool, and supports the following:

- Ensure that all Minnesota PreK programs are high quality as measured by Parent Aware, Minnesota's Quality Rating and Improvement System;
- Increase access to full day preschool programs;
- Continue to support quality improvement efforts, including supporting strong alignment of curriculum, assessment and instruction in every classroom from PreK-3rd grade, and;
- Strengthen Minnesota's workforce, technical assistance, use of data and training resources.

Minnesota has a long history of engaging in collaborative partnerships, providing training and professional development opportunities to educators, and promoting educational equity. McKnight supports these efforts, especially as they relate to providing high-quality PreK-3rd experiences to traditionally underserved students.

We look forward to our continued partnership with Minnesota Departments of Education and Human Services as the state works to meet Governor Dayton's stated goal that "by 2018, all three and four year olds in Minnesota will have access to quality, affordable early childhood education".

Thank you for the opportunity to apply for this grant. Minnesota is eager to expand access to high-quality preschool and we applaud your efforts to help states achieve their educational goals.

Sincerely,

(b)(6)

Kate Wolford
President
The McKnight Foundation



Early

September 30, 2014

The Honorable Arne Duncan
U.S. Department of Education
400 Maryland Ave SW
Washington DC, 20201

The Honorable Sylvia Mathews Burwell
US Department of Health and Human Services
200 Independence Avenue SW
Washington DC, 20201

Dear Secretary Duncan and Secretary Burwell,

The Start Early Funders Coalition is pleased to support the state of Minnesota's application for a federal Preschool Expansion Grant, which builds upon the state's strong tradition of educational excellence.

The mission of the Start Early Funders Coalition is to leverage its unique perspective, as 26 early childhood funders across the state, to advance public policy and community support for affordable, accessible, high quality care and education in Minnesota so that all children have a strong and healthy start, and are prepared to contribute to our state's vitality.

Minnesota's proposed Preschool Expansion Grant is aligned with the core principles of the Coalition, providing supports for quality programming to drive successful outcomes for the most vulnerable and at-risk populations of children across the state.

Start Early applauds the state's efforts to continue to build its capacity to provide quality early learning opportunities to low-income children. The Preschool Expansion Grant would provide additional supports within the existing transformation zones under its Early Learning Challenge Grant, while also expanding its work in new areas across the state. The grant provides an exciting opportunity for the state to leverage its many successes and learnings to benefit more children in Minnesota.

Research clearly demonstrates the value of quality early learning, which has been shown to reap both short-term and long-term benefits. MDE's proposal strives to support these results, which provides several core principles:

- Ensure that all MN Pre-K programs are high quality as measured by Parent Aware, Minnesota's Quality Rating and Improvement System;
- Increase access to full day preschool programs; and

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~~www.startearlymn.org~~

- Continue to support quality improvement efforts, including supporting strong alignment of curriculum, assessment and instruction in every classroom and continuing to strengthen Minnesota's workforce, technical assistance, use of data and training resources.

The sustainability of high-quality preschool is essential for increasing the state's kindergarten readiness, a goal which MDE is clearly committed through its work with sub-grantees. Providing a long-term strategy that includes a mixed-delivery system and parent choice, will help to ensure that this goal is met, so that all children in Minnesota enter kindergarten prepared and ready for long-term success.

The Minnesota Department of Education has a long history of strong commitment to collaborative partnerships, training, providing professional development opportunities and supporting the inclusion of underrepresented groups in education.

We look forward to our continued partnership with MDE as we accelerate forward as a state to meet the Governor's goal of "by 2018, all three and four year olds in Minnesota will have access to quality, affordable early childhood education".

Thank you for the opportunity to apply for this exciting grant. Minnesota is enthusiastic about expanding preschool and we applaud your efforts to help states achieve their educational goals.

Sincerely,

(b)(6)

Frank Forsberg
Senior Vice President
Greater Twin Cities United Way
Co-Chair, Start Early Funders Coalition

(b)(6)

Denise Mayotte
Executive Director
The Sheltering Arms Foundation
Co-Chair, Start Early Funders Coalition

• Blandin Foundation • Blue Cross & Blue Shield of MN and Foundation • Bush Foundation • Delta Dental of MN Foundation • F.R. Bigelow Foundation • GHR Foundation • Greater Twin Cities United Way • Grotto Foundation • Knowledge Fund • Mardag Foundation • McKnight Foundation • Medica Foundation • Minnesota Council on Foundations • Northland Foundation • Northwest Minnesota Foundation • Sauer Children's Renew Foundation • Southern Minnesota Initiative Foundation • Southwest Initiative Foundation • The Jay & Rose Phillips Family Foundation of Minnesota • The Minneapolis Foundation • The Saint Paul Foundation • The Sheltering Arms Foundation • UCare • United Ways of Minnesota • West Central Initiative • Women's Foundation of Minnesota

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Chicano Latino
Affairs Council
State of Minnesota

September 30, 2014

The Honorable Arne Duncan
U.S. Department of Education
400 Maryland Ave SW
Washington DC, 20201

The Honorable Sylvia Mathews Burwell
US Department of Health and Human Services
200 Independence Avenue SW
Washington DC, 20201

Dear Secretary Duncan and Secretary Burwell,

On behalf of the Chicano Latino Affairs Council (CLAC), this letter extends our strong support of Minnesota's application for a Preschool Expansion grant and expresses our commitment to upholding the principles of the grant throughout implementation in this state. I understand that, if this proposal is awarded funding, MDE will work with subgrantees to ensure the sustainability of not only high-quality preschool but a continuum of high-quality learning, preschool through third grade – a strategy our organization shares as a priority which will dramatically increase our state's kindergarten readiness percentage as well as the percentage of third graders who are reading at or above grade level by the end of third grade.

Minnesota is committed to building the strongest PreK-3rd Grade system possible, a core component being access to high-quality preschool. CLAC understands and values the importance of quality in preschool, and support the following:

- Ensure that all MN PreK programs are high quality as measured by Parent Aware, Minnesota's Quality Rating and Improvement System;
- Increase access to full day preschool programs; and
- Continue to support quality improvement efforts, including supporting strong alignment of curriculum, assessment and instruction in every classroom and continuing to strengthen Minnesota's workforce, technical assistance, use of data and training resources.

The Minnesota Department of Education has a long history of strong commitment to collaborative partnerships, training, providing professional development opportunities and supporting the inclusion of underrepresented groups in education. CLAC is supportive of this effort on its own merits as well as because we believe that the region in which the grant would be used is of key importance to the Latino community in Minnesota. It is also the site of CLAC's priority education project in Rochester.



**Chicano Latino
Affairs Council**
State of Minnesota

--Page 2--

We look forward to our continued partnership with MDE as we accelerate forward as a state to meet the Governor's goal of "by 2018, all three and four year olds in Minnesota will have access to quality, affordable early childhood education".

Thank you for the opportunity to apply for this exciting grant. Minnesota is enthusiastic about expanding preschool and we applaud your efforts to help states achieve their educational goals.

Sincerely,

(b)(6)

Hector Garcia

Executive Director, Chicano Latino Affairs Council

One day, all children in this nation will have the opportunity to attain an excellent education.

TEACHFORAMERICA

Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Secretary Sylvia Matthews Burwell
U.S. Department of Health & Human Services
200 Independence Avenue, SW
Washington, DC 20201

October 2, 2014.

Dear Secretary Duncan and Secretary Burwell,

I am writing today to express Teach For America • Twin Cities' strong support for the Minnesota Preschool Expansion Grant application.

Teach For America • Twin Cities is committed to ensuring every child in Minnesota receives an equitable and outstanding education, and with a particular focus on children growing up in poverty. We are deeply invested in Minnesota's application because we have seen how committed our state is dedicated to providing access to high quality programs to improve outcomes for young children, as evidenced by the significant investments made over the last several years.

We are inspired by Minnesota's vision to expand pre-K for our state. The Early Learning Scholarships Program is a tremendous new investment, for example, and ensures that families have high quality choices available to them. Funding through the Preschool Expansion Grant will allow us to build upon this success for more children and families. We know this is essential to creating an equitable landscape for all children to have access to a high quality education and skilled, committed teachers.

We believe through our experience in K-12 classrooms that Minnesota's commitment to serving pre-K children and families will dramatically increase outcomes for our state's children in kindergarten, in third grade, and far beyond. Though Teach For America • Twin Cities does not currently place teachers in pre-K settings, we are eager to support expansion efforts and could potentially become a source of pre-K teachers as the demand for highly qualified early childhood educators increases.

In close, Teach for America • Twin Cities is confident that winning this grant will promote expanded school readiness, and would ensure expanded equity and access to quality for Minnesota's pre-K students. We appreciate your careful consideration of Minnesota's Preschool Development Grant application.

Sincerely,

(b)(6)

Crystal Brakke
Executive Director

Teach for America • Twin Cities
401 2nd Avenue North, Suite 200
Minneapolis, MN 55401





THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

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September 30, 2014

The Honorable Arne Duncan
U.S. Department of Education
400 Maryland Ave SW
Washington DC, 20201

The Honorable Sylvia Mathews Burwell
US Department of Health and Human Services
200 Independence Avenue SW
Washington DC, 20201

Dear Secretary Duncan and Secretary Burwell,

On behalf of the National Implementation Research Network at the Frank Porter Graham Child Development at the University of North Carolina at Chapel Hill, this letter offers our strongest support of Minnesota's application for a Preschool Expansion grant. Having worked with Minnesota over the past 5 years, we can confidently state that they have demonstrated the capacity to build functional collaborations, develop and execute ambitious implementation plans, use data to make decisions, and use implementation science and best practices to ensure that high quality services actually come to life in early childhood settings.

Policy, infrastructure, use of evidence-based practices, and provision of Professional Development based on best practices all align to demonstrate that Minnesota is committed to building the strongest PreK-3rd Grade system possible, a core component being access to high-quality preschool. It makes sense to build on the successes to date and the progress in the state.

We are confident that Minnesota will ensure that all Pre-K programs are monitored for quality through Parent Aware, the Minnesota Quality Rating and Improvement System process (QRIS). This grant will allow Minnesota to further increase access to high quality full day preschool programs and continue to support quality improvement efforts. Their commitment includes supporting strong alignment of curriculum, assessment and instruction in every classroom and continuing to strengthen Minnesota's workforce, technical assistance, and use of data and training resources.

We have worked with the Minnesota Department of Education on their 5-year journey to embed the use of implementation science in their work. They have a very strong, knowledgeable team who regularly uses implementation science and best practices from conceptualization of initiatives through to full implementation. The ability to navigate the complexities of implementing with fidelity cannot be overlooked as we appropriately insist on the highest quality experiences for all young children, including those with disabilities. Minnesota has the capacity to do what needs to be done to achieve the grant priorities. And they have the passion, commitment, and collaborative relationships to succeed.

We look forward to our continued partnership with MDE through our OSEP funded TA Center on State Implementation and Scaling-Up of Evidence-Based Practices. This Preschool Expansion grant will play a strong role in meeting the Governor's goal of "by 2018, all three and four year olds in Minnesota will have access to quality, affordable early childhood education".

If we can provide additional information please contact me. We applaud Minnesota's commitment and enthusiasm for the work ahead.

Sincerely,

(b)(6)

Karen A. Blase, PhD
Senior Scientist, Frank Porter Graham Child Development Institute
Founder, National Implementation Research Network
University of North Carolina at Chapel Hill

The Honorable
Mark Dayton
Governor of the State of Minnesota
Office of the Governor & Lt Governor
116 Veterans Service Building
20 W 12th Street
St. Paul, MN 55155

Letter of Support for Minnesota's Application for the 2014 Preschool Development Grant-Expansion Grant

Dear Governor Dayton,

WIDA is pleased to express its support of Minnesota's application for the 2014 Preschool Development Grant-Expansion Grant. This proposal outlines Minnesota's commitment to achieve the Grant's objectives by focusing on young Dual Language Learners – a population that is at the focus of products, services, and partnerships WIDA has developed.

Since its foundation in 2003, WIDA has a proven track record working with state agencies, educators, and practitioners to improve the education of linguistically and culturally diverse children and students. Initially funded through an Enhanced Assessment Grant awarded to the Wisconsin Department of Public Instruction, WIDA developed English Language development assessments now used in 36 member states. Since that time, WIDA has continued to receive additional grant funding to support research and the development of comprehensive professional learning resources and programs for K-12 educators and English language learners. Currently, WIDA is finalizing the development of a next generation English Language Proficiency assessment system funded through the ASSETS Grant.

In 2009, in answer to a growing need to support young Dual Language Learners, ages 2.5-5.5 years, WIDA began developing Early English Language Development (E-ELD) and Spanish Language Development (E-SLD) Standards that describe the social and academic language dual language learners need to process and produce across standards-based curricula in early care and education programs. The Standards are aligned with WIDA English Language Development Standards-Kindergarten – Grade 12, and have been cross-walked with states' early learning standards and the Head Start Child Development and Early Learning Framework. The WIDA E-ELD Standards are designed to be used in conjunction with states' early learning standards to help practitioners

concretely connect the linguistic variations and needs of dual language learners across all content areas of standards-based curricula and assessments.

Minnesota, as a member of the WIDA Consortium since 2010, already has access to high-quality language development standards-based assessments and professional development resources for K-12 educators. Funding through the Preschool Development Grant-Expansion Grant will enable Minnesota to expand its partnership with WIDA targeting support, instruction, and assessment of young dual language learners. With the WIDA E-ELD Standards Framework at the core, WIDA will offer tools and services to Minnesota's early care and education workforce, trainers, and families ensuring a seamless continuum of language development for Minnesota's English Language Learners. Focusing on young dual language learners, their families, and educators is an important step towards meeting the increasing demand for high-quality preschool education for dual language learners in Minnesota.

WIDA is looking forward to collaborating with Minnesota on building local capacity to deliver, and increase access to, high-quality preschool programs. We are confident that this partnership will produce significant results for high-need communities and families in Minnesota.

Sincerely,

(b)(6)

Tim Boals, PhD

WIDA Executive Director

Wisconsin Center for Education Research (WCER)

University of Wisconsin-Madison

1025 W. Johnson St., Madison, WI 53706

(608) 263-4326

tjboals@wisc.edu

BETTER SCHOOLS FOR A BETTER MINNESOTA

“Taking what’s good and making it better”

A 7-Point Plan for Achieving Excellence

1. Funding Education for the Future

- Invest in Early Childhood and All-Day Kindergarten
 - Invest in strategies that close the achievement gap and target resources to the classroom
 - Establish a Governor’s Commission on Better School Funding
-

2. Better Early Childhood Education

- Target All-Day Kindergarten
 - Expand existing K-12 system into a comprehensive pre-K–12 system
 - Implement clearly defined school readiness standards
-

3. Raise the Bar – Close the Gap

- Set accountability targets to close achievement gaps
 - Establish ***Governor’s Award for Excellence in Education***
 - Establish ***Governor’s Achievement Gap Innovation Fund***
-

4. Reading Well by 3rd Grade

- Launch Statewide Literacy Campaign
 - Set school accountability targets to ensure all students are reading well by Grade 3
 - Adopt Pre-K–3 Literacy Standards
-

5. Support Teaching for Better Schools

- Create alternative pathways to teacher licensure that maintain quality
 - Establish a statewide teacher performance evaluation and development system and create support networks
 - Support early childhood teacher observation and development
-

6. Better Testing for Better Results

- Develop assessments *for* learning that measure growth
 - Establish a Test Reduction Task Force
 - Examine new accountability measures based on growth that fairly assess and report student and school progress
-

7. A Department of Education that Provides Educational Leadership and Support

- Reposition Minnesota Department of Education to support teachers, schools and districts
- Reauthorize **Statewide Early Childhood Advisory Council** and reestablish **Children’s Cabinet**
- Charge Commissioner of Education with leadership of early childhood initiatives

EARLY CHILDHOOD INDICATORS OF PROGRESS: *Minnesota's Early Learning Standards*

2005

(b)(6)

FAMILY MEMBERS

TEACHERS AND CAREGIVERS

COMMUNITY MEMBERS

POLICYMAKERS

*A framework for understanding
and communicating a common set
of developmentally appropriate
expectations for children in the
preschool period of ages three to
five, presented within a context of
shared responsibility and
accountability for helping children
meet these expectations*

Minnesota
Department
of Education



Minnesota Department of **Human Services**

BACKGROUND AND ACKNOWLEDGEMENTS

The *Early Childhood Indicators of Progress: Minnesota's Early Learning Standards* (2005) is a project of the Minnesota Department of Education (MDE) and the Minnesota Department of Human Services (DHS). The first edition was printed under the title *Minnesota Early Childhood Indicators of Progress: A Resource Guide* in 2000 by the former Minnesota Department of Children, Families & Learning. An Early Childhood Indicators of Progress Task Force that included early childhood practitioners and members of the Minnesota Association for the Education of Young Children (MNAEYC) and the Minnesota Association of Early Childhood Teacher Educators (MAECTE) developed it. It was widely reviewed at that time by many individuals representing a diversity of early childhood education and care programs.

This 2005 revision was drafted by an interagency committee working with early childhood consultant Gail Roberts and included:

Lisa Backer, MDE, Early Childhood Special Education

Karen Carlson, MDE, Early Learning Services

Betty Cooke, MDE, Early Childhood Education/Early Childhood Family Education

JoAnn Enos, DHS, Child Development Services

Barbara O'Sullivan, MDE, Early Childhood Education/School Readiness

Debby Peterson, MDE, Early Childhood Screening/Kindergarten

Sandy Simar, MDE, Head Start Collaboration

Deb Swenson-Klatt, DHS, Child Development Services

Nancy Wallace, early childhood education consultant and author of the first edition/St. Francis Public Schools

The following members of the original Early Childhood Indicators of Progress Task Force received the revised draft to review:

Sharon Bahe, St. Paul Public Schools

Sandra Benson, St. Francis Public Schools

Denise Bryant, Child Care

Marilee Christensen-Adams, Anoka-Hennepin Public Schools

Lois Engstrom, MDE, Retired

Linda Frost, Mankato Public Schools

Lynn Galle, University of Minnesota, Twin Cities

Dan Gartrell, Bemidji State University

Sharon Henry-Blythe, Greater Minneapolis Day Care Association

Mary Jo Hensel, Lake Crystal-Wellcome Memorial School District

Gretchen Irvine, Augsburg College

Margie McMahon, White Bear Lake Public Schools

Nancy Penn, St. Peter Public Schools

Anita Segador Beaton, Metropolitan State University

Melissa Shambloft, St. Paul Public Schools

Kathy Simonson, Elk River Public Schools

Vicki Thrasher Cronin, Ready4K

The revised draft was also provided electronically for review and feedback on statewide list serves reaching hundreds of administrators, teachers, and caregivers in the following Minnesota early childhood education and care programs:

Child Care Centers/Family Child Care/Tribal Child Care

Child Care Resource and Referral

Early Childhood Family Education

Early Childhood Screening

Early Childhood Special Education/Part C

Head Start

School Readiness

Members of MNAEYC and MAECTE also reviewed it, and MNAEYC passed a resolution in support of it.

Feedback was carefully reviewed by the interagency committee and incorporated into this final edition. The support and contributions of members from the early childhood education associations, staff from early childhood education and care programs, and many others who reviewed and provided feedback on this document are gratefully acknowledged.

EARLY CHILDHOOD INDICATORS OF PROGRESS:

Minnesota's Early Learning Standards

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EARLY CHILDHOOD INDICATORS OF PROGRESS:

Minnesota's Early Learning Standards

(b)(6)

PURPOSE

The primary purpose of this document is to provide a framework for understanding and communicating a common set of developmentally appropriate expectations for young children within a context of shared responsibility and accountability for helping children meet these expectations.

The document was developed with five goals in mind:

1. To increase understanding of all areas of a child's development and to recommend strategies for supporting optimum development.
2. To expand understanding of the multiple influences on the education and life success of young children.
3. To support families by providing examples of strategies that facilitate and enhance children's development.
4. To provide teachers, caregivers, and administrators in early childhood education and care programs and settings with a common conceptual framework and guidelines for planning curriculum, instruction, and assessment of young children.
5. To provide a resource for community members and policymakers to use in assessing the impact of current policies and resources on the optimal development of young children.

INTRODUCTION

A large and growing body of research supports the critical relationship between early childhood experiences and successful learning outcomes. The responsibility for providing support systems and resources that result in positive outcomes for young children is a shared one. Families, early childhood teachers and caregivers, community members, and policymakers all contribute to the well-being of children.

The *Early Childhood Indicators of Progress* document recognizes the importance of this shared responsibility and accountability in order to achieve positive outcomes for children. This document stresses the importance of collective efforts among families, early childhood education and care, communities, and policymakers in supporting the learning and development of children. The efforts of each and every one of these groups are vital in the process of developing healthy, well-functioning children.

PR/Award # S419B150014

Page e134

These goals are consistent with reports from several national groups studying the development of state-level early learning standards (NAEYC & NAECS/SDE, 2002; Scott-Little, Kagan, & Frelow, 2003a; Shore, Bodrova, & Leong, 2004). Early learning standards express shared expectations for young children's learning and provide a common language for measuring progress toward achieving these goals (Kendall, 2003; Kagan & Scott-Little, 2004). Research emphasizes the importance of brain development and the early years for later development and learning (Shonkoff & Phillips, 2000; Hyson, 2003). Researchers have concluded that "Young children are more capable learners than current practices reflect, and good educational experiences in the preschool years can have a positive impact on school learning" (Bowman, Donovan, & Burns, 2000, p.2).

ORGANIZATION AND STRUCTURE

The *Early Childhood Indicators of Progress* document is divided into six **domains** that reflect the full range of child development as recommended by national guidelines (Kagan, Moore, & Bredekamp, 1995):

- Social and Emotional Development
- Approaches to Learning
- Language and Literacy Development
- Creativity and the Arts
- Cognitive Development
- Physical and Motor Development

Each domain is further divided into three to five **components** that designate areas of children's development within each domain. **Indicators** of children's progress in gaining concepts, knowledge, and skills within each component are then specified.

The *Early Childhood Indicators of Progress* were initially written in 2000 and have been systematically reviewed and revised using recently developed guidelines related to child outcome standards (NAEYC & NAECS/SDE, 2002; Shore, Bodrova, & Leong, 2004). The following criteria, based on national reviews (Scott-Little, Kagan, & Frelow, 2003b, 2003c; Neuman & Roskos, 2004), were used for the inclusion of specific indicators:

1. **Research-based** - Indicators are reasonably achievable and age-appropriate.
2. **Clearly written** - Indicators are clear and coherent as to what preschool-age children should know and be able to do.
3. **Measurable** - Indicators reflect observable behaviors, concepts, and skills.
4. **Comprehensive** - Indicators cover all domains of development and provide sufficient breadth and depth of each area of development.
5. **Manageable** - There are a reasonable number of indicators in each domain to comprehend.
6. **Applicable** - Indicators are broadly applicable to children from diverse linguistic, economic, and cultural backgrounds and to children with variations in developmental needs and abilities in different early childhood settings.

Strategies that family members and teachers and caregivers in early childhood education and care programs and settings can use to facilitate children's development are listed for each component. The strategies for family members and teachers and caregivers are not intended to be all-inclusive, but rather provide suggested learning activities to enhance children's development.

Strategies community members and policymakers can use to promote and support children's development are also included for each domain. These strategies for community members and policymakers are repeated for each component within a domain.

THE EARLY CHILDHOOD DEVELOPMENTAL PERIOD

The early childhood period of growth and development spans the years from birth to age eight (Bredekamp & Copple, 1997). The *Early Childhood Indicators of Progress* are intended as a guide for children in the pre-school period of ages three to five. The indicators are based on **widely held developmental expectations** observed in a child at approximately four years of age. It is expected that most children will meet the majority of these expectations by the end of the pre-kindergarten year. Because normal development varies greatly from child to child, the *Early Childhood Indicators of Progress* document is intended to be used as a flexible guide in describing a child's individual progress.

Child development progresses differently for every individual child. Children are influenced by their distinct experiences with the diverse values and practices of their family, their culture, and their community (National Association for the Education of Young Children, 1996). For these reasons, although children develop in generally similar stages, their individual life experiences are reflected in greatly diverse patterns of behavior and learning. Such individual differences are normal and must be respected in order for children to maintain a sense of self-worth.

(b)(6)

The development of Minnesota's *Early Childhood Indicators of Progress* was informed by the following **Guiding Principles**, which are based on child development research:

- RD Award # S419B150014

The *Early Childhood Indicators of Progress: Minnesota's Early Learning Standards* provide a unique approach in the movement toward increased accountability. Especially at the early childhood level, children's development must be considered within the context of the family, early childhood education and care, and the community. These systems, along with policymakers, share a role in being accountable for the optimal development of young children. The *Early Childhood Indicators of Progress* underscore the importance of shared responsibility and shared accountability for optimal development in terms of both learning opportunities and outcomes for children. By emphasizing the necessity for collaboration among families, early childhood education and care, communities, and policymakers, this document suggests that everyone must work together. This must be done in an interdependent way if all children are to have optimal opportunities for learning and development. Underlying this work is the belief that only when all stakeholders are both individually and collectively responsible and accountable for the learning and development of young children will all of Minnesota's children experience and achieve success.

EARLY CHILDHOOD INDICATORS OF PROGRESS:

Minnesota's Early Learning Standards

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POTENTIAL USES

The *Early Childhood Indicators of Progress: Minnesota's Early Learning Standards* is to be used as a resource for family members, teachers and caregivers, community members, and policymakers in ways that are supportive of young children's development. Since the publication of the first edition in 2000, many individuals and groups from across the state have used the indicator document in many of the ways described in this section.

8- Insert Table B

Attachment 9. Evidence of Enacted and Pending Legislation Minnesota Preschool Expansion Plan

Centers of Excellence: Minnesota Statute Section 120B.115

<https://www.revisor.mn.gov/statutes/?id=120B.115>

Early Childhood Special Education: Minnesota Statute Section 125A.02

<https://www.revisor.mn.gov/statutes/?id=125A.02>

Early Childhood Health and Developmental Screening: Minnesota Statute Section 121A.16

<https://www.revisor.mn.gov/statutes/?id=121A.16>

Early Childhood Family Education: Minnesota Statute Section 124D.13

<https://www.revisor.mn.gov/statutes/?id=124D.13>

Early Learning Council: Minnesota Statutes Section 124D.141

<https://www.revisor.mn.gov/statutes/?id=124D.141>

Early Learning Scholarships: Minnesota Statute Section 124D.165

<https://www.revisor.mn.gov/statutes/?id=124D.165>

Early Intervention for Infants and Toddlers with Disabilities: Minnesota Statute Section 125A.27

<https://www.revisor.mn.gov/statutes/?id=125A.27>

Educate Parents Partnership (Parents Know): Minnesota Statute Section 124D.129

<https://www.revisor.mn.gov/statutes/?id=124D.129>

Full- Day Kindergarten: (Minnesota Statute Section 126C.05, Subdivision 1 (d))

<https://www.revisor.mn.gov/statutes/?id=126C.05>

Head Start Program: Minnesota Statute Section 119A.50

<https://www.revisor.mn.gov/statutes/?id=119A.50>

Kindergarten Entrance Assessment: Minnesota Statute Section 124D.162

<https://www.revisor.mn.gov/statutes/?id=124D.162>

School Readiness Programs: Minnesota Statute Section 124D.15-124D.16

<https://www.revisor.mn.gov/statutes/?id=124D.15>

Quality Improvement and Rating System (Parent Aware): Minnesota Statute Section 124D.142

<https://www.revisor.mn.gov/statutes/?id=124D.142>

World's Best Workforce: Minnesota Statutes Section 120B.11

<https://www.revisor.mn.gov/statutes/?id=120B.11>

2014 Learning for English Academic Proficiency and Success Act (LEAPS)

Omnibus education and policy bill, Article I English Learners and World Language Proficiency

https://www.revisor.mn.gov/bills/text.php?number=HF2397&version=0&session=ls88&session_year=2014&session_number=0&type=ccr&format=pdf

Attachment 10. Crosswalk of Required Components for High-Quality Preschool

Crosswalk of Preschool Development Grant Criteria, Minnesota's Plan, Child-Parent Center Requirements, School-Readiness Statute and Head Start					
Grant Criteria	Minnesota's Program Standards Required Component	Child Parent Center Required Component	Parent Aware Required Component Fully Rated Four Stars	MN School Readiness Statute Required Component	Head Start Required Component
High-Quality Preschool Program means an early learning program that includes structural elements that are evidence-based and nationally recognized					
High staff qualifications, including a teacher with a bachelor degree in early childhood education or a bachelor degree in any field with a State-approved alternate pathway	X	X	X	Coordinator	50%
High-quality professional development for all staff	X	X	X		X
A staff-child ratio of no more than 1:10	X	X	X	X	X
A class size of no more than 20	X	X	X	X	X
A full-day program (5 hours or more)	X	X			
Full inclusion of children with disabilities	X	X	X	X	X
Developmentally appropriate, evidence-based curricula and learning environments that are aligned with the State Early Learning and Development Standards, for at least the year prior to kindergarten entry	X	X	X	X	X
Individualized accommodations and supports so that all children can access and participate fully in learning activities	X				X
Instructional staff salaries comparable to kindergarten through grade twelve teaching staff	X	X			
Program evaluation to ensure continuous improvement	X	X	X	X	X
Onsite or accessible comprehensive services for children	X	X			X
Evidence-based health and safety standards	X	X	X	X	X

Attachment 11. Monitoring Tool and Protocol

Leadership Implementation Team/ Local Education Agency Implementation Plan and Timelines

Overview: Provide a clear description of your program including values, principles, supports...

1. Describe the current supports for implementing High-Quality Preschool in your district.

	School	Classroom	Teachers
What supports are currently in place to help implement the High-Quality Preschool Standards?			
Outline the essential functions/roles of the supports			

1. MDE Preschool Expansion Plan / Leadership Implementation Team / Local Education Agency Monitoring Protocol

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1. Indicate what supports will be added to implement your High-QualityPreschool plan.

	School	Classroom	Teachers
What additional supports will be added to implement the High-Quality Preschool Standards?			

2. MDE Preschool Expansion Plan / Leadership Implementation Team / Local Education Agency Monitoring Protocol

Outline the essential functions/roles of the supports			
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2. Describe your plan to implement High-Quality Preschool, including specific targets that measure effectiveness and outcomes. Please note, your district's scope of work and monitoring measures will be based on your response.

Outcome Measure	Plan	Target(s)	Time line	Evidence of Effectiveness
1. INCREASE ACCESS FOR ELIGIBLE CHILDREN				
1.1 Provide funding, coordinate resources and create incentives to expand and enhance High-Quality Preschool programs				
1.2 Establish and coordinate a mixed delivery system for High-Quality				

3. MDE Preschool Expansion Plan / Leadership Implementation Team / Local Education Agency Monitoring Protocol

Preschool				
1.3 Improve coordination and services to children with high needs (e.g., disabilities, ELs, homeless)				
1.4 Develop cross-sector partnerships to expand outreach to hard-to-reach families (e.g. combine outreach with Home Visits, CCDF, TANF)				
1.5 Provide parent education on child development and High-Quality Preschool options				
1.6 Provide transportation where needed				
2. IMPLEMENT HIGH QUALITY PRESCHOOL				
2.1 Leadership Implementation Teams supervise and support planning & delivery of a mixed delivery system using tenets of Implementation Science				

4 MDE Preschool Expansion Plan / Leadership Implementation Team / Local Education Agency Monitoring Protocol

2.2 MDE prescribes statewide standards for High-Quality Preschool				
2.3 Hire, develop, and coach Preschool staff				
2.4 Implement and support effective practices including benchmark assessments, evidence-based instruction, and use of data to inform process of continuous improvement				
2.5 Monitor and coach for fidelity				
2.6 Assess student progress using the state's KEA and Comprehensive Assessment System				
2.7 Ensure preschool programs created under this grant are highly rated in the Parent Aware TQRIS				
3. BUILD INFRASTRUCTURE FOR BIRTH – 3 SYSTEM				
3.1 Hire Preschool Expansion Team				

5 MDE Preschool Expansion Plan / Leadership Implementation Team / Local Education Agency Monitoring Protocol

3.2 Create 2 new and strengthen 4 existing Transformation Zones to deliver High-Quality Preschool				
3.3 Scale RTTT-ELC achievements: Early Childhood Longitudinal Data System, KEA, Comprehensive Assessment System through the Transformation Zones				
3.4 Enhance workforce knowledge using revised core competency framework, ECIPs, and a progression of credentials				
3.5 Expand Parent Aware				
3.6 Ground High-Quality Preschool in a Continuum of Comprehensive Services in coordination with Partners				
3.7 Create P-3 Leadership Institute to increase				

6. MDE Preschool Expansion Plan / Leadership Implementation Team / Local Education Agency Monitoring Protocol

dialogue and collaboration among PreK and K-12 educators				
4. IMPROVE STUDENT OUTCOMES				
4.1 Improve #/% of Eligible Children who are Kindergarten-ready				
4.2 Improve #/% Eligible Children meeting progress				
4.3 Improve #/% of Eligible Children on-track to reading at grade level				
4.4 Improve #/% of English Learners w language/literacy and math proficiency upon Kindergarten entry				
4.5 Reduce the # of Eligible Children requiring Special Ed assignment K-3.				
4.6 Narrow Minnesota's achievement gap for Eligible Children				

7. MDE Preschool Expansion Plan / Leadership Implementation Team / Local Education Agency Monitoring Protocol

Leadership Implementation Team/Local Education Agency Monitoring Protocol

Outcome Measure	Person/Group Responsible for reporting	Targets (Based on Implementation Plan)	Data Source
1. INCREASE ACCESS FOR ELIGIBLE CHILDREN			
1.1 Provide funding, coordinate resources and create incentives to expand and enhance High-Quality Preschool programs			
1.2 Establish and coordinate a mixed delivery system for High-Quality Preschool			
1.3 Improve coordination and services to children with high needs (<i>e.g.</i> disabilities, ELs, homeless)			
1.4 Develop cross-sector partnerships to expand outreach to hard-to-reach families (<i>e.g.</i> combine outreach with Home Visits, CCDF, TANF)			
1.5 Provide parent education on child development and High-Quality Preschool options			

8. MDE Preschool Expansion Plan / Leadership Implementation Team / Local Education Agency Monitoring Protocol

1.6 Provide transportation where needed			
2. IMPLEMENT HIGH QUALITY PRESCHOOL			
2.1 Leadership Implementation Teams supervise and support planning & delivery of a mixed delivery system using tenets of Implementation Science			
2.2 MDE prescribes statewide standards for High-Quality Preschool			
2.3 Hire, develop, and coach Preschool staff			
2.4 Implement and support effective practices including benchmark assessments, evidence-based instruction, and use of data to inform process of continuous improvement			
2.5 Monitor and coach for fidelity			
2.6 Assess student progress using the state's KEA and Comprehensive Assessment System			

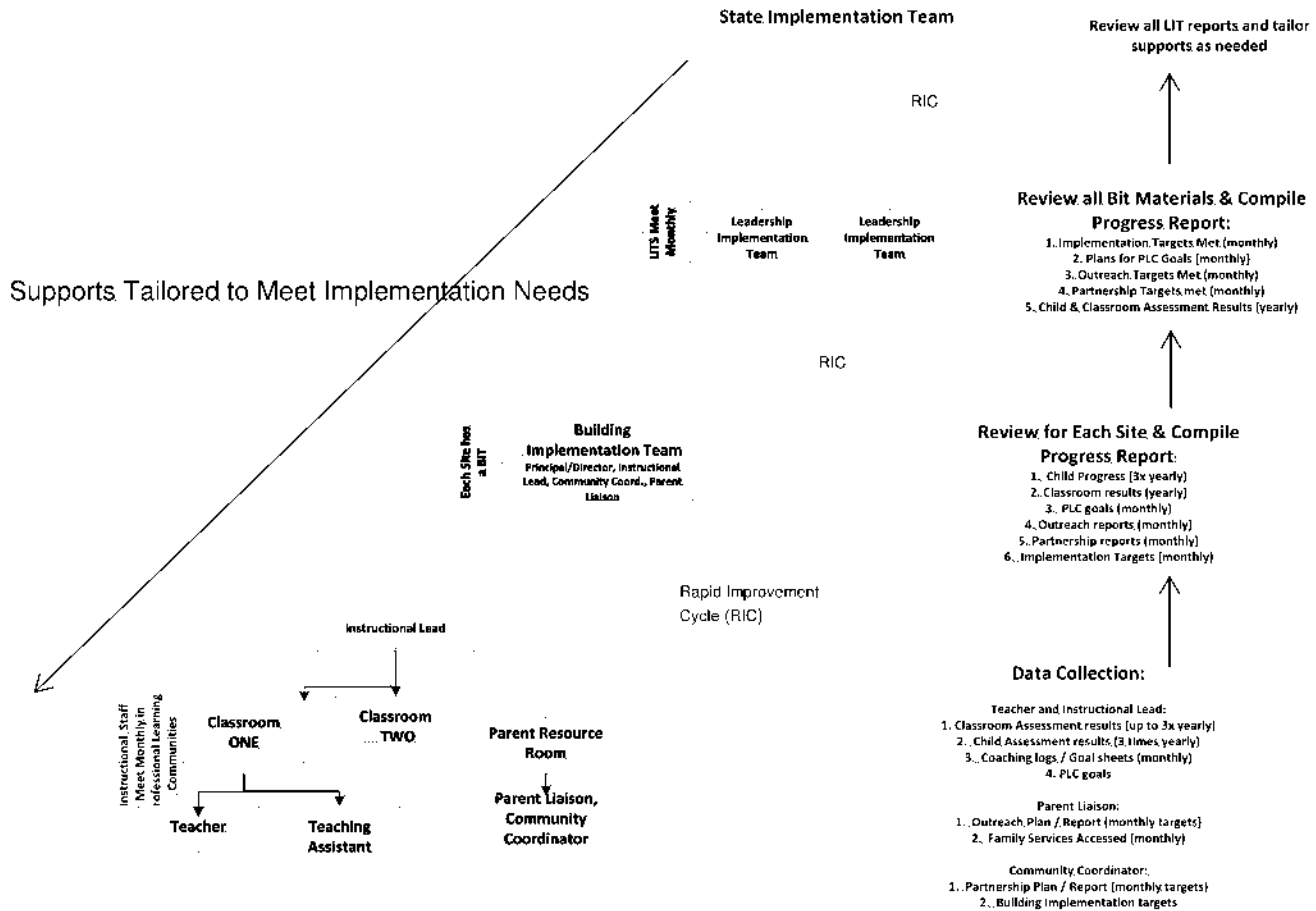
9. MDE Preschool Expansion Plan / Leadership Implementation Team / Local Education Agency Monitoring Protocol

2.7 Ensure preschool programs created under this grant are highly rated in the Parent Aware TQRIS			
3. BUILD INFRASTRUCTURE FOR BIRTH – 3 SYSTEM			
3.1 Hire Preschool Expansion Team			
3.2 Create 2 new and strengthen 4 existing Transformation Zones to deliver High-Quality Preschool			
3.3 Scale RTTT-ELC achievements: Early Childhood Longitudinal Data System, KEA, Comprehensive Assessment System through the Transformation Zones			
3.4 Enhance workforce knowledge using revised core competency framework, ECIPs, and a progression of credentials			
3.5 Expand Parent Aware			
3.6 Ground High-Quality Preschool in a Continuum of			

10 MDE Preschool Expansion Plan / Leadership Implementation Team / Local Education Agency Monitoring Protocol

Comprehensive Services in coordination with Partners			
3.7 Create P-3 Leadership Institute to increase dialogue and collaboration among PreK and K-12 educators			
4. IMPROVE STUDENT OUTCOMES			
4.1 Improve #/% of Eligible Children who are Kindergarten-ready			
4.2 Improve #/% Eligible Children meeting progress			
4.3 Improve #/% of Eligible Children on-track to reading at grade level			
4.4 Improve #/% of English Learners w language/literacy and math proficiency upon Kindergarten entry			
4.5 Reduce the # of Eligible Children requiring Special Ed assignment K-3			
4.6 Narrow Minnesota's achievement gap for Eligible Children			

11 MDE Preschool Expansion Plan / Leadership Implementation Team / Local Education Agency Monitoring Protocol



Minnesota Department of Education Preschool Expansion Plan, 2015-2018

Aspiration: To create a statewide high-quality preschool system that promotes and sustains student access, achievement, and family engagement over a continuum from birth to third grade.

1. Increase Access for Eligible Children

- 1.1 Provide funding, coordinate resources and create incentives to expand and enhance High-Quality Preschool programs
- 1.2 MDE Supervise and support a mixed delivery system for High-Quality Preschool
- 1.3 Improve coordination, inclusion and services to children with high needs (i.e. disabilities, ELs, homeless)
- 1.4 Develop cross-sector partnerships to expand outreach to hard-to-reach families (e.g. combine outreach with Home Visits, CCDF, TANF)
- 1.5 Provide parent education on child development and High-Quality Preschool options
- 1.6 Simplify system navigation for parents by aligning policies and practices (i.e. transportation).

2. Implement High Quality Preschool

- 2.1 Leadership Implementation Teams supervise and support planning & delivery of a mixed delivery system using tenets of Implementation Science
- 2.2 Integrate statewide standards for High-Quality Preschool into training, coaching
- 2.3 Hire, develop, and coach Preschool staff, including all providers in joint PD
- 2.4 LITs select & implement from state-identified evidence-based curriculum, KEA and Comprehensive Assessment
- 2.5 Monitor the fidelity of implementation & intensity of services
- 2.6 Support effective uses of the state P-3 Comprehensive Assessment System to better understand teacher & child outcomes
- 2.7 Ensure preschool programs created under this grant are highly rated in the Parent Aware TQRIS

3. Build Infrastructure for Birth-3 System

- 3.1 Hire Preschool Expansion Team (i.e. Implementation coaches)
- 3.2 Create 2 new and strengthen 4 existing Transformation Zones to deliver High-Quality Preschool
- 3.3 Scale RTTT-ELC achievements: Early Childhood Longitudinal Data System, KEA, Comprehensive Assessment System through the Transformation Zones
- 3.4 Enhance workforce knowledge using revised core competency framework & ECIPs
- 3.5 Expand Parent Aware
- 3.6 Ground High-Quality Preschool in a Continuum of Comprehensive Services in coordination with Partners
- 3.7 Enhance P-3 Leadership Institute to increase dialogue and collaboration among PreK and K-12 educators

4. Improve Student Outcomes

- 4.1 Improve #/% of Eligible Children who are Kindergarten-ready.
- 4.2 Improve #/% teachers' implementation of evidence-based practices (i.e interactions)
- 4.3 Improve #/% of Eligible Children maintaining readiness throughout Kindergarten
- 4.4 Improve #/% of English Learners w language/literacy and math proficiency upon Kindergarten entry
- 4.5 Reduce the # of Eligible Children requiring Special Ed assignment K-3
- 4.6 Narrow Minnesota's achievement gap for Eligible Children



Impact and Process Evaluation of the Minnesota Reading Corps PreK Program

August 20 & 22, 2014

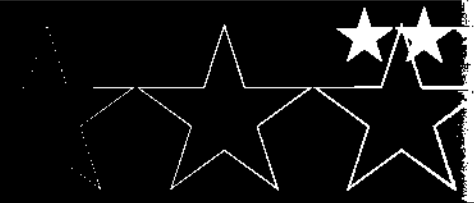
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Marc W. Hernandez, PhD
Carrie E. Markovitz, PhD

PreK Outcome Evaluation: Site Matching

Order	Variable	Description
Primary Matching Variables		
1	Urbanicity	Urban, suburban or rural
2	Institution Type	Public school, Head Start center, Community-based preschool
3	Classroom Composition of Student Ages Served	Only 4/5 year olds or mixed 3,4 and 5 year olds
4	Socio-Economic Status	% students eligible for Free or Reduce Price Lunch (FRPL) and/or % poverty of families with children in the census tract
5	Dual Language Learner (DLL) Status	% of students who do not speak English as a first language.
Secondary Matching Variables		
6	Instructional Time	Number of hours of instruction per week (e.g., half vs. full day; number of days per week)
7	Site Enrollment	Number of students enrolled in the PreK program at the site.
8	Student to Teacher/Adult Ratio	The number of students for every teacher or adult in the classroom.

PreK Outcome Evaluation: Study analyses



- ANCOVA Analysis
 - Difference in the average growth for Minnesota Reading Corps PreK program students relative to matched comparison student
 - Conducted for each assessment and age group
- Subgroup analysis
 - To determine impact by gender, race/ethnicity, and Dual Language Learner (DLL) status, and site type
 - Intraclass correlation (ICC) analyses by site pair
 - Do program effects vary by site pair?

PreK Outcome Evaluation: 4- & 5- Year Old Findings – Spring 2014



IGDI Fluency Assessment	N	Average Growth (Treat-Comp)	SE	Effect Size
Picture Name	1343	4.03***	0.66	0.49
Rhyming	1342	3.51***	0.52	0.66
Alliteration	1278	2.68***	0.44	0.72
Letter Sounds	1267	3.80***	0.90	0.71
Letter Names	1354	4.15**	1.17	0.40

***p<.001; **p<.01

PreK Outcome Evaluation: 4- & 5- Year Old Analysis Summary



- Minnesota Reading Corps PreK students met or exceeded spring targets – Kindergarten Ready!
 - PreK students at comparison sites met spring targets for letter names only
- Significant effects for all five measures
 - Largest effect sizes for phonological awareness measures (rhyming, alliteration) and letter sound correspondence (>.66 effect sizes)
 - Impressive growth in vocabulary (.49 effect size)

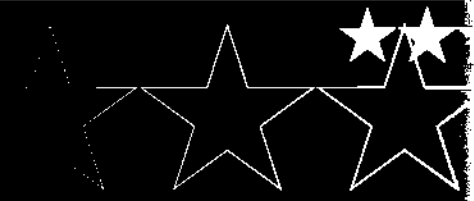
PreK Outcome Evaluation: 3-Year Old Findings – Spring 2014



IGDI Assessment	N	Average Growth (Treat-Comp)	SE	Effect Size
Picture Name Fluency	301	3.52**	1.06	0.42
Rhyming Fluency	307	2.30***	0.37	0.43
Alliteration Fluency	281	1.43	0.68	-
Letter Name Recognition	309	1.41	1.41	-

***p<.001; **p<.01

PreK Outcome Evaluation: 3-Year Old Analysis Summary



- Significant, meaningful effects for two of the four measures
 - Vocabulary and Rhyming (.42 and .43 effect sizes)
- Students in Minnesota Reading Corps and comparison PreK sites both grew in letter name recognition
- Program students grew significantly in alliteration fluency, but not significantly more than comparison students

PreK Outcome Evaluation: 4- & 5-year old Subgroup Analysis Findings*

- For the most part, the program was equally effective for all students regardless of gender, race/ethnicity, DLL status or school type
- In instances where differences were found, they favored at-risk students (i.e., enrolled at Head Start centers, DLLs, non-White students)
 - Greater effects in picture name fluency (vocabulary) for DLLs

*Subgroup analyses were not conducted on 3-year old students due to small sample size



WILDER RESEARCH, CHILD TRENDS, SRI INTERNATIONAL,
AND CENTER FOR EARLY EDUCATION AND DEVELOPMENT,
UNIVERSITY OF MINNESOTA

Evaluation of Parent Aware: Minnesota's Quality Rating and Improvement System Pilot

Final Report Summary December, 2011



615 First Ave, N.E, Suite 500 . . . Minneapolis MN 55413 . . . 612-331-2223

www.childtrends.org

Key findings from the evaluation include:

Participation in Parent Aware increased steadily across the years of the pilot.

As of June, 2011, 388 programs had *current* Parent Aware ratings. Family child care is the fastest growing program type in Parent Aware. At the end of the pilot, 91 family child care programs had full ratings compared to 53 child care centers.

Nearly 30% of eligible programs in the pilot areas enrolled in Parent Aware.

Overall, about 28% of eligible center-based, family child care, and Head Start programs in the pilot areas were participating in Parent Aware as of June, 2011. This penetration rate is in the mid-range of other voluntary QRIS nationally. The density of participation is greater in the urban and suburban pilot areas and is greater among center-based programs.

Nearly 24,000 children are being served by Parent Aware programs.

The majority of these children are preschoolers served primarily in school-based, Head-Start, and accredited center-based programs. Over one-third of these children are estimated to receive CCAP and 16% are estimated to be English Language learners.

The majority of programs in Parent Aware have earned the highest rating.

Nearly two-thirds (63%) of Parent Aware-rated programs are automatically-rated 4-star programs. Of the programs that have a full Parent Aware rating as of June, 2011, 82% received 3- or 4-stars, 15% received 2-stars, and 3% received a 1-star rating.

Programs improve their star level when they receive an annual re-rating.

Sixty percent of centers and 70% of family child care providers improved their rating by at least one star from their initial rating to their second rating. Family child care providers are more likely than center-based providers to improve their star level. Programs that gain one or more star levels tend to earn higher numbers of points in the Tracking Learning category.

When they are re-rated, programs make small but significant gains on measures of observed quality. These gains are about 1/3rd of a point on ratings of global quality (ERS) and classroom organization and ½ of a point on emotional support. Programs do not make significant gains, however, on observed measures of instructional support.

Fully-rated programs receive multiple quality improvement supports through Parent Aware.

Provider Resource Specialists facilitate the rating process for all programs pursuing a full rating. They average 8.2 hours of direct contact (including time spent on-site and phone calls) over 3.6

visits. Providers and their Resource Specialist report spending the most time together assembling the materials for the Parent Aware documentation packet.

ERS Consultants provide consultation to help programs prepare for (and improve) their score on the Environment Rating Scales. They average 13.75 hours of direct contact over 6.4 visits. Seventy-seven programs have received this support to date.

CLASS Coaches provide consultation to help center-based programs prepare for (and improve) their score on the CLASS. They average 23.2 hours of direct contact over 8.8 visits. Fewer programs (13) have received this support to date.

Providers report high satisfaction with Parent Aware quality improvement supports.

The majority of providers report that their Provider Resource Specialist and ERS Consultant are very or somewhat helpful. Providers also report that the provision of free training, quality improvement support dollars, and free curriculum materials were beneficial to their program.

Providers report that Parent Aware has helped them improve the quality of their program.

Providers report that Parent Aware has been beneficial to their program and that the rating they received accurately reflects the quality of their program.

Providers do not perceive that families are choosing their program because of Parent Aware.

Providers are likely to talk to families in their program about Parent Aware. However, most providers disagree or are neutral about the likelihood of families choosing their program because the provider has enrolled in Parent Aware.

Parent recognition of “Parent Aware” has increased over the pilot.

Thirty-four percent of parents with children in Parent Aware-rated programs had heard of Parent Aware in the fall of 2010. This is an increase from 25% in 2009 and 20% in 2008.

A measure of parent satisfaction with their early care and education program did not distinguish between programs of different star levels.

Parents value multiple dimensions of early care and education settings and report that they see these dimensions in the program they are using for their preschool child. Research is needed to identify measures that better tap into parents' perceptions of quality and satisfaction with their early care and education arrangement so that they can be used in future QRIS evaluations.

Measures of observed quality in Parent Aware programs indicate that quality improvements are needed, particularly on dimensions of global quality and instructional support.

The majority of ERS scores were in the “minimal” quality range, and some were in the “inadequate” quality range. CLASS scores were in the middle range for Emotional Support and Classroom Organization but in the low range for Instructional support.

There is limited evidence to suggest that the Parent Aware Rating Tool is distinguishing levels of observed quality effectively.

Across observational measures, there was little evidence for a linear trend showing increasing quality across 2-star, 3-star, and 4-star fully-rated programs. This finding indicates that further work is needed to strengthen the indicators and the construction of quality levels in Parent Aware. This work has been initiated already through Minnesota’s Race to the Top - Early Learning Challenge application process.

Across Parent Aware-rated programs, children make significant developmental gains from the fall to spring on assessments aligned with key indicators of school readiness.

Children make gains on measures of expressive and receptive vocabulary, early literacy skills, math skills, social competence and persistence. There is reason for concern however, about a teacher-reported *increase* from fall to spring on a measure of children’s angry-aggressive behavior. Low-income children show the same pattern as the overall sample, and the effect sizes for measures of language and literacy gains are in the medium range. This finding does not imply that Parent Aware is the cause of positive or negative changes in children’s outcomes. It does imply, however, that among the programs participating in Parent Aware – which includes primarily programs with automatic 4-star ratings – children are making mostly positive gains in the developmental domains that are important for school readiness.

No clear linkages could be detected between children’s developmental gains and Parent Aware quality levels or other aspects of program quality.

Looking across the results of multiple analytic models, it is difficult to detect a clear pattern of linkages between various measures of quality and children’s developmental outcomes. An analysis mapping the findings by developmental domain provides an emerging picture of quality measures being slightly more predictive in expected ways of children’s early math outcomes and to a lesser extent, language and literacy outcomes, when linkages were found. Linkages between quality measures and social-emotional outcomes and approaches to learning, when found, were consistently in an unexpected direction.



PRELIMINARY MOUMEMORANDUM OF UNDERSTANDING

Preschool Development Grant - Expansion

Between

Minnesota Department of Education

and

Special School District No. 1 (aka Minneapolis Public Schools)

This preliminary Memorandum of Understanding ("MOU") is entered into by and between the Minnesota Department of Education ("Lead Agency") and Special School District No. 1 (Subgrantee)(jointly, the "Parties"). The purpose of this agreement is to establish a framework of collaboration, as well as to articulate specific roles and responsibilities in support of the State in its implementation of an approved Preschool Development Grant–Expansion Grant.

This preliminary MOU is intended to define the scope of work and the roles and responsibilities of the Parties. If Minnesota is awarded a Preschool Development Grant - Expansion Grant, it is understood that the Parties will execute a MOU within 90 days of Minnesota's receipt of award.

I. Scope of Work

Minnesota, through its designated agency, the Minnesota Department of Education (MDE), has created an ambitious and achievable long-term plan (*i.e.*, State Plan) to provide High-Quality Preschool programs for Eligible Children, defined as 4-year-olds from families with incomes at or below 200% of the Federal poverty line. MDE seeks to implement this plan by contracting with Subgrantees that will develop, implement, and expand High Quality Preschool slots in targeted communities through a mixed delivery system.

Subgrantee agrees to create High-Quality Preschool Program slots within economically diverse, inclusive settings, including those that serve children from families with incomes at or below 200% of the Federal poverty line.

Subgrantee agrees to ensure access to High-Quality Preschool programs for 4-year old Eligible Children, including Eligible Children who may be in need of additional supports, such as those who have disabilities or developmental delays; who are English learners; who reside on Indian lands as that term is defined by section 8013(7) of the ESEA; who are migrant, homeless, or in

foster care; who reside in rural or tribal areas; who are from military families; and other children as identified by the State.

Sungrantee agrees to devise plans to sustain High-Quality Preschool programs after the grant period ends in December of 2018, including any non-Federal support that the State or Subgrantees plan to contribute.

II. Purpose of the MOU

MDE and Subgrantee share a vision and commitment to implement the state's ambitious yet achievable plan to create High-Quality Preschool programs for Eligible Children as articulated in the Preschool Development Grant - Expansion Grant proposal.

- a. MDE and Subgrantee share a commitment to enter into an agreement with Minnesota Reading Corps to implement the Minnesota Reading Corps PreK Program in High-Quality Preschool Programs it creates under this grant.
- b. MDE and Subgrantee will work together to implement the State Plan with high fidelity as articulated in the Preschool Development Grant - Expansion Grant proposal.
- d. MDE and the Subgrantee will support and contribute resources to the extent possible to ensure effective implementation of high quality preschool.
- e. MDE and the Subgrantee will work to sustain High-Quality Preschool programs that meet quality standards set by the Federal government and the state.
- f. Further, and so as not to lose any gains created by the High-Quality Preschool program, MDE and the Subgrantee agree to maintain quality standards set by the state through grade 3 beyond the grant period.

II. Project Administration

A. Participating Subgrantee Responsibilities:

In partnering with MDE in implementing the tasks and activities described in the State's Preschool Development Grants--Expansion application, the Subgrantee will:

- a. Create an Implementation Plan and Scope of Work and within 90 days of receiving Official Grant Award Notification from MDE;
- b. Implement the Minnesota Preschool Development Grant Program Standards outlined in the Minnesota State Plan. See Exhibit A;
- c. Agree to have each program participating in Preschool Development Grant be Parent Aware 4-STAR rated;

- d. Participate in a Transformation Zone using practices pursuant to Implementation Science to effectively deliver the grant and the state plan;
- e. Screen, select, and manage appropriately qualified preschool provider organizations to ensure that High-Quality Preschool programs are provided through a mixed delivery system;
- f. Partner with the Minnesota Reading Corps to effectively implement the PreK-Minnesota Reading Corps program in High-Quality Preschool Programs;
- g. Identify a District Lead who will facilitate coordination between MDE, and Minnesota Reading Corps;
- h. Convene a community / district-wide Leadership and Implementation Team (LIT) that will lead the facilitation of community partnerships and collaboration and participate in MDE facilitated quarterly Transformation Zone meetings; (see purpose and membership requirements in Exhibit B);
- i. Manage expenditures within the State and grant budget and ensure the effective allocation of resources for the delivery of High-Quality Preschool programs by not supplanting funds;
- j. Actively participate in all relevant professional development, meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- k. Post to any web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the Preschool Development Grants—Expansion Grant;
- l. Participate, as requested, in any evaluations of this grant conducted by the State and/or Federal approved evaluator;
- m. Be responsive to State, ED, or HHS requests for project information including the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State, and Federal privacy laws;
- n. Provide state/federal approved researchers with access, consistent with requirements of all applicable Federal, State, and local privacy laws, to available data regarding the enrollment and school readiness of Eligible Children in State High-Quality Preschool Programs;
- o. Implement culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families; help families build protective factors; and engage parents and families as decision-makers in their children's education; and
- p. Minimize local administrative costs; and partner with Early Learning Providers and other Early Learning Organizations, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into Kindergarten.

B. MDE RESPONSIBILITIES

In partnering with the Subgrantee in implementing its tasks and activities described in the Preschool Development Grants--Expansion Grant application, the MDE will:

- a. Provide overall Grant Management and facilitate data collection and analysis;
- b. Work collaboratively with Subgrantees to measure and evaluate the impact of the Preschool Development Grant - Expansion Grant in the six Transformation Zones;
- c. Work with Leadership and Implementation Teams across the six Transformation Zones to form Professional Learning Communities to facilitate sharing of knowledge and best practices;
- d. Work collaboratively with the Subgrantee and support the Subgrantee in carrying out the Subgrantee's Implementation Plan and Scope of Work;
- e. Award in a timely manner the portion of Preschool Development Grants--Expansion Grant funds designated for the Subgrantee in the State Plan during the course of the project period and in accordance with the Subgrantee Scope of Work, and in accordance with the Subgrantee's Budget;
- f. Provide timely feedback on the Subgrantee's status updates, any interim reports, and project plans and products;
- g. Keep the Subgrantee informed of the status of the State's Preschool Development Grants - Expansion Grant project and seek input from the Subgrantee, where relevant to the portion of the State Plan that the Subgrantee is implementing;
- h. Facilitate coordination across Subgrantees necessary to implement the State Plan through the convening of quarterly Transformation Zone Leadership and Implementation Team meetings;
- i. Identify sources of technical assistance for the project; and
- j. Monitor Subgrantee's implementation of High-Quality Preschool programs in partnership with MRC.

C. JOINT RESPONSIBILITIES

In partnering in implementing the tasks and activities described in the State's Preschool Development Grants--Expansion Grant application, MDE and the Subgrantee will:

- a. Implement the State Plan consistent with the description of the roles and responsibilities outlined in the State's application and in the Scope of Work;
- b. Appoint a key contact person for the Preschool Development Grants--Expansion Grant;

- c. Work to employ the Science of Implementation Frameworks to ensure sustainability and continuous improvement through the grant period
- d. Key contacts from MDE and the Subgrantee will participate in weekly planning meetings during the 9-month planning period and meet at least monthly during the grant implementation period to maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure;
- e. Work together to determine appropriate timelines for project updates and status reports throughout the grant period;
- f. Negotiate in good faith toward achieving the overall goals of the State's Preschool Development Grants - Expansion Grant, including when the State Plan requires modifications that affect the Subgrantee, or when the Subgrantee's Scope of Work requires modifications;
- g. Devise plans to sustain High-Quality Preschool programs after the grant period, including any non-Federal support that the State or Subgrantees plan to contribute; and
- h. Coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development.

V. Guiding Principles

The following principles will guide the development of this Memorandum of Agreement between the Minnesota Department of Education and the Subgrantee:

- a. We will coordinate, but not supplant, the delivery of High-Quality Preschool programs funded under this grant with existing services for eligible 4 year old children including, if applicable, programs and services supported through Title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act.
- b. We will create and maintain a meaningful partnership that promotes school readiness and achievement from preschool onward through the provision of comprehensive services to promote educational success.
- c. We will plan and implement strategies based on best practice and research that have proven to support children's school readiness.
- d. We will respect the uniqueness of each program's needs and resources.
- e. We will share commitment, cooperation, and collaboration for an integrated and aligned system from preschool to third grade and beyond.

VI. Duration of Agreement

This agreement will be in effect throughout the duration of the funded project with United States Department of Education and Department of Health and Human Services, which is scheduled to end December 31, 2018.

VII. Signatures

Each program, by the signature below of its authorized representative, hereby acknowledges that he/she has read this agreement, understands it and agrees to be bound by its terms.

This agreement is executed on behalf of the Subgrantee and the Minnesota Department of Education

Signature

Date

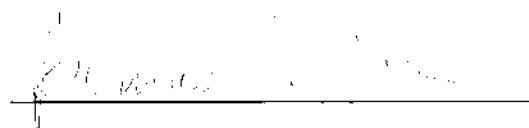
Printed Name

Title

9.30.18

Authorized Signature Subgrantee

Date



Bernadeia H. Johnson, Ed.D

Superintendent of Schools

Minnesota Department of
Education

PRELIMINARY MOUMEMORANDUM OF UNDERSTANDING

Preschool Development Grant - Expansion

Between

Minnesota Department of Education

and

Subgrantee

This preliminary Memorandum of Understanding ("MOU") is entered into by and between the Minnesota Department of Education ("Lead Agency") and Independent School District No. 625 (Subgrantee)(jointly, the "Parties"). The purpose of this agreement is to establish a framework of collaboration, as well as to articulate specific roles and responsibilities in support of the State in its implementation of an approved Preschool Development Grant-Expansion Grant.

This preliminary MOU is intended to define the scope of work and the roles and responsibilities of the Parties. If Minnesota is awarded a Preschool Development Grant - Expansion Grant, it is understood that the Parties will execute a MOU within 90 days of Minnesota's receipt of award.

I. Scope of Work

Minnesota, through its designated agency, the Minnesota Department of Education (MDE), has created an ambitious and achievable long-term plan (*i.e.*, State Plan) to provide High-Quality Preschool programs for Eligible Children, defined as 4-year-olds from families with incomes at or below 200% of the Federal poverty line. MDE seeks to implement this plan by contracting with Subgrantees that will develop, implement, and expand High Quality Preschool slots in targeted communities through a mixed delivery system.

Subgrantee agrees to create High-Quality Preschool Program slots within economically diverse, inclusive settings, including those that serve children from families with incomes at or below 200% of the Federal poverty line.

Subgrantee agrees to ensure access to High-Quality Preschool programs for 4-year old Eligible Children, including Eligible Children who may be in need of additional supports, such as those who have disabilities or developmental delays; who are English learners; who reside on Indian lands as that term is defined by section 8013(7) of the ESEA; who are migrant, homeless, or in

foster care; who reside in rural or tribal areas; who are from military families; and other children as identified by the State.

Sungrantee agrees to devise plans to sustain High-Quality Preschool programs after the grant period ends in December of 2018, including any non-Federal support that the State or Subgrantees plan to contribute.

II. Purpose of the MOU

MDE and Subgrantee share a vision and commitment to implement the state's ambitious yet achievable plan to create High-Quality Preschool programs for Eligible Children as articulated in the Preschool Development Grant - Expansion Grant proposal.

- a. MDE and Subgrantee share a commitment to enter into an agreement with Minnesota Reading Corps to implement the Minnesota Reading Corps PreK Program in High-Quality Preschool Programs it creates under this grant.
- b. MDE and Subgrantee will work together to implement the State Plan with high fidelity as articulated in the Preschool Development Grant - Expansion Grant proposal.
- d. MDE and the Subgrantee will support and contribute resources to the extent possible to ensure effective implementation of high quality preschool.
- e. MDE and the Subgrantee will work to sustain High-Quality Preschool programs that meet quality standards set by the Federal government and the state.
- f. Further, and so as not to lose any gains created by the High-Quality Preschool program, MDE and the Subgrantee agree to maintain quality standards set by the state through grade 3 beyond the grant period.

II. Project Administration

A. Participating Subgrantee Responsibilities:

In partnering with MDE in implementing the tasks and activities described in the State's Preschool Development Grants--Expansion application, the Subgrantee will:

- a. Create an Implementation Plan and Scope of Work and within 90 days of receiving Official Grant Award Notification from MDE;
- b. Implement the Minnesota Preschool Development Grant Program Standards outlined in the Minnesota State Plan. See Exhibit A;
- c. Agree to have each program participating in Preschool Development Grant be Parent Aware 4-STAR rated;

- d. Participate in a Transformation Zone using practices pursuant to Implementation Science to effectively deliver the grant and the state plan;
- e. Screen, select, and manage appropriately qualified preschool provider organizations to ensure that High-Quality Preschool programs are provided through a mixed delivery system;
- f. Partner with the Minnesota Reading Corps to effectively implement the PreK-Minnesota Reading Corps program in High-Quality Preschool Programs;
- g. Identify a District Lead who will facilitate coordination between MDE, and Minnesota Reading Corps;
- h. Convene a community / district-wide Leadership and Implementation Team (LIT) that will lead the facilitation of community partnerships and collaboration and participate in MDE facilitated quarterly Transformation Zone meetings; (see purpose and membership requirements in Exhibit B);
- i. Manage expenditures within the State and grant budget and ensure the effective allocation of resources for the delivery of High-Quality Preschool programs by not supplanting funds;
- j. Actively participate in all relevant professional development, meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- k. Post to any web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the Preschool Development Grants—Expansion Grant;
- l. Participate, as requested, in any evaluations of this grant conducted by the State and/or Federal approved evaluator;
- m. Be responsive to State, ED, or HHS requests for project information including the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State, and Federal privacy laws;
- n. Provide state/federal approved researchers with access, consistent with requirements of all applicable Federal, State, and local privacy laws, to available data regarding the enrollment and school readiness of Eligible Children in State High-Quality Preschool Programs;
- o. Implement culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families; help families build protective factors; and engage parents and families as decision-makers in their children's education; and
- p. Minimize local administrative costs; and partner with Early Learning Providers and other Early Learning Organizations, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into Kindergarten.

B. MDE RESPONSIBILITIES

In partnering with the Subgrantee in implementing its tasks and activities described in the Preschool Development Grants--Expansion Grant application, the MDE will:

- a. Provide overall Grant Management and facilitate data collection and analysis;
- b. Work collaboratively with Subgrantees to measure and evaluate the impact of the Preschool Development Grant - Expansion Grant in the six Transformation Zones;
- c. Work with Leadership and Implementation Teams across the six Transformation Zones to form Professional Learning Communities to facilitate sharing of knowledge and best practices;
- d. Work collaboratively with the Subgrantee and support the Subgrantee in carrying out the Subgrantee's Implementation Plan and Scope of Work;
- e. Award in a timely manner the portion of Preschool Development Grants—Expansion Grant funds designated for the Subgrantee in the State Plan during the course of the project period and in accordance with the Subgrantee Scope of Work, and in accordance with the Subgrantee's Budget;
- f. Provide timely feedback on the Subgrantee's status updates, any interim reports, and project plans and products;
- g. Keep the Subgrantee informed of the status of the State's Preschool Development Grants - Expansion Grant project and seek input from the Subgrantee, where relevant to the portion of the State Plan that the Subgrantee is implementing;
- h. Facilitate coordination across Subgrantees necessary to implement the State Plan through the convening of quarterly Transformation Zone Leadership and Implementation Team meetings;
- i. Identify sources of technical assistance for the project; and
- j. Monitor Subgrantee's implementation of High-Quality Preschool programs in partnership with MRC.

C. JOINT RESPONSIBILITIES

In partnering in implementing the tasks and activities described in the State's Preschool Development Grants--Expansion Grant application, MDE and the Subgrantee will:

- a. Implement the State Plan consistent with the description of the roles and responsibilities outlined in the State's application and in the Scope of Work;
- b. Appoint a key contact person for the Preschool Development Grants—Expansion Grant;

- c. Work to employ the Science of Implementation Frameworks to ensure sustainability and continuous improvement through the grant period
- d. Key contacts from MDE and the Subgrantee will participate in weekly planning meetings during the 9-month planning period and meet at least monthly during the grant implementation period to maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure;
- e. Work together to determine appropriate timelines for project updates and status reports throughout the grant period;
- f. Negotiate in good faith toward achieving the overall goals of the State's Preschool Development Grants - Expansion Grant, including when the State Plan requires modifications that affect the Subgrantee, or when the Subgrantee's Scope of Work requires modifications;
- g. Devise plans to sustain High-Quality Preschool programs after the grant period, including any non-Federal support that the State or Subgrantees plan to contribute; and
- h. Coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development.

V. Guiding Principles

The following principles will guide the development of this Memorandum of Agreement between the Minnesota Department of Education and the Subgrantee:

- a. We will coordinate, but not supplant, the delivery of High-Quality Preschool programs funded under this grant with existing services for eligible 4 year old children including, if applicable, programs and services supported through Title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act.
- b. We will create and maintain a meaningful partnership that promotes school readiness and achievement from preschool onward through the provision of comprehensive services to promote educational success.
- c. We will plan and implement strategies based on best practice and research that have proven to support children's school readiness.
- d. We will respect the uniqueness of each program's needs and resources.
- e. We will share commitment, cooperation, and collaboration for an integrated and aligned system from preschool to third grade and beyond.

VI. Duration of Agreement

This agreement will be in effect throughout the duration of the funded project with United States Department of Education and Department of Health and Human Services, which is scheduled to end December 31, 2018.

VII. Signatures

Each program, by the signature below of its authorized representative, hereby acknowledges that he/she has read this agreement, understands it and agrees to be bound by its terms.

This agreement is executed on behalf of the Subgrantee and the Minnesota Department of Education

Signature

Date

Printed Name

Title

Valleria Silva

September 25, 2014

Authorized Signature Subgrantee

Date

Printed Name

Superintendent

Title

(b)(6)



Department of
Educati n

PRELIMINARY MOUMEMORANDUM OF UNDERSTANDING

Preschool Development Grant - Expansion

Between

Minnesota Department of Education

and

Subgrantee

This preliminary Memorandum of Understanding ("MOU") is entered into by and between the Minnesota Department of Education ("Lead Agency") and District #241 Albert Lea Area Schools (Subgrantee)(jointly, the "Parties"). The purpose of this agreement is to establish a framework of collaboration, as well as to articulate specific roles and responsibilities in support of the State in its implementation of an approved Preschool Development Grant–Expansion Grant.

This preliminary MOU is intended to define the scope of work and the roles and responsibilities of the Parties. If Minnesota is awarded a Preschool Development Grant - Expansion Grant, it is understood that the Parties will execute a MOU within 90 days of Minnesota's receipt of award.

I. Scope of Work

Minnesota, through its designated agency, the Minnesota Department of Education (MDE), has created an ambitious and achievable long-term plan (*i.e.*, State Plan) to provide High-Quality Preschool programs for Eligible Children, defined as 4-year-olds from families with incomes at or below 200% of the Federal poverty line. MDE seeks to implement this plan by contracting with Subgrantees that will develop, implement, and expand High Quality Preschool slots in targeted communities through a mixed delivery system.

Subgrantee agrees to create High-Quality Preschool Program slots within economically diverse, inclusive settings, including those that serve children from families with incomes at or below 200% of the Federal poverty line.

Subgrantee agrees to ensure access to High-Quality Preschool programs for 4-year old Eligible Children, including Eligible Children who may be in need of additional supports, such as those who have disabilities or developmental delays; who are English learners; who reside on Indian lands as that term is defined by section 8013(7) of the ESEA; who are migrant, homeless, or in

foster care; who reside in rural or tribal areas; who are from military families; and other children as identified by the State.

Sungrantee agrees to devise plans to sustain High-Quality Preschool programs after the grant period ends in December of 2018, including any non-Federal support that the State or Subgrantees plan to contribute.

II. Purpose of the MOU

MDE and Subgrantee share a vision and commitment to implement the state's ambitious yet achievable plan to create High-Quality Preschool programs for Eligible Children as articulated in the Preschool Development Grant - Expansion Grant proposal.

- a. MDE and Subgrantee share a commitment to enter into an agreement with Minnesota Reading Corps to implement the Minnesota Reading Corps PreK Program in High-Quality Preschool Programs it creates under this grant.
- b. MDE and Subgrantee will work together to implement the State Plan with high fidelity as articulated in the Preschool Development Grant - Expansion Grant proposal.
- d. MDE and the Subgrantee will support and contribute resources to the extent possible to ensure effective implementation of high quality preschool.
- e. MDE and the Subgrantee will work to sustain High-Quality Preschool programs that meet quality standards set by the Federal government and the state.
- f. Further, and so as not to lose any gains created by the High-Quality Preschool program, MDE and the Subgrantee agree to maintain quality standards set by the state through grade 3 beyond the grant period.

II. Project Administration

A. Participating Subgrantee Responsibilities:

In partnering with MDE in implementing the tasks and activities described in the State's Preschool Development Grants--Expansion application, the Subgrantee will:

- a. Create an Implementation Plan and Scope of Work and within 90 days of receiving Official Grant Award Notification from MDE;
- b. Implement the Minnesota Preschool Development Grant Program Standards outlined in the Minnesota State Plan. See Exhibit A;
- c. Agree to have each program participating in Preschool Development Grant be Parent Aware 4-STAR rated;

- d. Participate in a Transformation Zone using practices pursuant to Implementation Science to effectively deliver the grant and the state plan;
- e. Screen, select, and manage appropriately qualified preschool provider organizations to ensure that High-Quality Preschool programs are provided through a mixed delivery system;
- f. Partner with the Minnesota Reading Corps to effectively implement the PreK-Minnesota Reading Corps program in High-Quality Preschool Programs;
- g. Identify a District Lead who will facilitate coordination between MDE, and Minnesota Reading Corps;
- h. Convene a community / district-wide Leadership and Implementation Team (LIT) that will lead the facilitation of community partnerships and collaboration and participate in MDE facilitated quarterly Transformation Zone meetings; (see purpose and membership requirements in Exhibit B);
- i. Manage expenditures within the State and grant budget and ensure the effective allocation of resources for the delivery of High-Quality Preschool programs by not supplanting funds;
- j. Actively participate in all relevant professional development, meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- k. Post to any web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the Preschool Development Grants—Expansion Grant;
- l. Participate, as requested, in any evaluations of this grant conducted by the State and/or Federal approved evaluator;
- m. Be responsive to State, ED, or HHS requests for project information including the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State, and Federal privacy laws;
- n. Provide state/federal approved researchers with access, consistent with requirements of all applicable Federal, State, and local privacy laws, to available data regarding the enrollment and school readiness of Eligible Children in State High-Quality Preschool Programs;
- o. Implement culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families; help families build protective factors; and engage parents and families as decision-makers in their children's education; and
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B. MDE RESPONSIBILITIES

In partnering with the Subgrantee in implementing its tasks and activities described in the Preschool Development Grants--Expansion Grant application, the MDE will:

- a. Provide overall Grant Management and facilitate data collection and analysis;
- b. Work collaboratively with Subgrantees to measure and evaluate the impact of the Preschool Development Grant - Expansion Grant in the six Transformation Zones;
- c. Work with Leadership and Implementation Teams across the six Transformation Zones to form Professional Learning Communities to facilitate sharing of knowledge and best practices;
- d. Work collaboratively with the Subgrantee and support the Subgrantee in carrying out the Subgrantee's Implementation Plan and Scope of Work;
- e. Award in a timely manner the portion of Preschool Development Grants--Expansion Grant funds designated for the Subgrantee in the State Plan during the course of the project period and in accordance with the Subgrantee Scope of Work, and in accordance with the Subgrantee's Budget;
- f. Provide timely feedback on the Subgrantee's status updates, any interim reports, and project plans and products;
- g. Keep the Subgrantee informed of the status of the State's Preschool Development Grants - Expansion Grant project and seek input from the Subgrantee, where relevant to the portion of the State Plan that the Subgrantee is implementing;
- h. Facilitate coordination across Subgrantees necessary to implement the State Plan through the convening of quarterly Transformation Zone Leadership and Implementation Team meetings;
- i. Identify sources of technical assistance for the project; and
- j. Monitor Subgrantee's implementation of High-Quality Preschool programs in partnership with MRC.

C. JOINT RESPONSIBILITIES

In partnering in implementing the tasks and activities described in the State's Preschool Development Grants--Expansion Grant application, MDE and the Subgrantee will:

- a. Implement the State Plan consistent with the description of the roles and responsibilities outlined in the State's application and in the Scope of Work;
- b. Appoint a key contact person for the Preschool Development Grants--Expansion Grant;

- c. Work to employ the Science of Implementation Frameworks to ensure sustainability and continuous improvement through the grant period
- d. Key contacts from MDE and the Subgrantee will participate in weekly planning meetings during the 9-month planning period and meet at least monthly during the grant implementation period to maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure;
- e. Work together to determine appropriate timelines for project updates and status reports throughout the grant period;
- f. Negotiate in good faith toward achieving the overall goals of the State's Preschool Development Grants - Expansion Grant, including when the State Plan requires modifications that affect the Subgrantee, or when the Subgrantee's Scope of Work requires modifications;
- g. Devise plans to sustain High-Quality Preschool programs after the grant period, including any non-Federal support that the State or Subgrantees plan to contribute; and
- h. Coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development.

V. Guiding Principles

The following principles will guide the development of this Memorandum of Agreement between the Minnesota Department of Education and the Subgrantee:

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VII. Signatures

Each program, by the signature below of its authorized representative, hereby acknowledges that he/she has read this agreement, understands it and agrees to be bound by its terms.

This agreement is executed on behalf of the Subgrantee and the Minnesota Department of Education

Signature

Date

Printed Name

Title

(b)(6)

Authorized Signature Subgrantee

Date

Jeshua Erickson

Printed Name

Clerk

Title

Minnesota Department of
Education

PRELIMINARY MOU MEMORANDUM OF UNDERSTANDING

Preschool Development Grant - Expansion

Between

Minnesota Department of Education

and

Subgrantee

This preliminary Memorandum of Understanding ("MOU") is entered into by and between the Minnesota Department of Education ("Lead Agency") and Austin Public Schools (Subgrantee) (jointly, the "Parties"). The purpose of this agreement is to establish a framework of collaboration, as well as to articulate specific roles and responsibilities in support of the State in its implementation of an approved Preschool Development Grant-Expansion Grant.

This preliminary MOU is intended to define the scope of work and the roles and responsibilities of the Parties. If Minnesota is awarded a Preschool Development Grant - Expansion Grant, it is understood that the Parties will execute a MOU within 90 days of Minnesota's receipt of award.

I. Scope of Work

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Subgrantee agrees to ensure access to High-Quality Preschool programs for 4-year old Eligible Children, including Eligible Children who may be in need of additional supports, such as those who have disabilities or developmental delays; who are English learners; who reside on Indian lands as that term is defined by section 8013(7) of the ESEA; who are migrant, homeless, or in

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Sungrantee agrees to devise plans to sustain High-Quality Preschool programs after the grant period ends in December of 2018, including any non-Federal support that the State or Subgrantees plan to contribute.

II. Purpose of the MOU

MDE and Subgrantee share a vision and commitment to implement the state's ambitious yet achievable plan to create High-Quality Preschool programs for Eligible Children as articulated in the Preschool Development Grant - Expansion Grant proposal.

- a. MDE and Subgrantee share a commitment to enter into an agreement with Minnesota Reading Corps to implement the Minnesota Reading Corps PreK Program in High-Quality Preschool Programs it creates under this grant.
- b. MDE and Subgrantee will work together to implement the State Plan with high fidelity as articulated in the Preschool Development Grant - Expansion Grant proposal.
- d. MDE and the Subgrantee will support and contribute resources to the extent possible to ensure effective implementation of high quality preschool.
- e. MDE and the Subgrantee will work to sustain High-Quality Preschool programs that meet quality standards set by the Federal government and the state.
- f. Further, and so as not to lose any gains created by the High-Quality Preschool program, MDE and the Subgrantee agree to maintain quality standards set by the state through grade 3 beyond the grant period.

II. Project Administration

A. Participating Subgrantee Responsibilities:

In partnering with MDE in implementing the tasks and activities described in the State's Preschool Development Grants--Expansion application, the Subgrantee will:

- a. Create an Implementation Plan and Scope of Work and within 90 days of receiving Official Grant Award Notification from MDE;
- b. Implement the Minnesota Preschool Development Grant Program Standards outlined in the Minnesota State Plan. See Exhibit A;
- c. Agree to have each program participating in Preschool Development Grant be Parent Aware 4-STAR rated;

- d. Participate in a Transformation Zone using practices pursuant to Implementation Science to effectively deliver the grant and the state plan;
- e. Screen, select, and manage appropriately qualified preschool provider organizations to ensure that High-Quality Preschool programs are provided through a mixed delivery system;
- f. Partner with the Minnesota Reading Corps to effectively implement the PreK-Minnesota Reading Corps program in High-Quality Preschool Programs;
- g. Identify a District Lead who will facilitate coordination between MDE, and Minnesota Reading Corps;
- h. Convene a community / district-wide Leadership and Implementation Team (LIT) that will lead the facilitation of community partnerships and collaboration and participate in MDE facilitated quarterly Transformation Zone meetings; (see purpose and membership requirements in Exhibit B);
- i. Manage expenditures within the State and grant budget and ensure the effective allocation of resources for the delivery of High-Quality Preschool programs by not supplanting funds;
- j. Actively participate in all relevant professional development, meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- k. Post to any web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the Preschool Development Grants—Expansion Grant;
- l. Participate, as requested, in any evaluations of this grant conducted by the State and/or Federal approved evaluator;
- m. Be responsive to State, ED, or HHS requests for project information including the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State, and Federal privacy laws;
- n. Provide state/federal approved researchers with access, consistent with requirements of all applicable Federal, State, and local privacy laws, to available data regarding the enrollment and school readiness of Eligible Children in State High-Quality Preschool Programs;
- o. Implement culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families; help families build protective factors; and engage parents and families as decision-makers in their children's education; and
- p. Minimize local administrative costs; and partner with Early Learning Providers and other Early Learning Organizations, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into Kindergarten.

B. MDE RESPONSIBILITIES

In partnering with the Subgrantee in implementing its tasks and activities described in the Preschool Development Grants--Expansion Grant application, the MDE will:

- a. Provide overall Grant Management and facilitate data collection and analysis;
- b. Work collaboratively with Subgrantees to measure and evaluate the impact of the Preschool Development Grant - Expansion Grant in the six Transformation Zones;
- c. Work with Leadership and Implementation Teams across the six Transformation Zones to form Professional Learning Communities to facilitate sharing of knowledge and best practices;
- d. Work collaboratively with the Subgrantee and support the Subgrantee in carrying out the Subgrantee's Implementation Plan and Scope of Work;
- e. Award in a timely manner the portion of Preschool Development Grants--Expansion Grant funds designated for the Subgrantee in the State Plan during the course of the project period and in accordance with the Subgrantee Scope of Work, and in accordance with the Subgrantee's Budget;
- f. Provide timely feedback on the Subgrantee's status updates, any interim reports, and project plans and products;
- g. Keep the Subgrantee informed of the status of the State's Preschool Development Grants - Expansion Grant project and seek input from the Subgrantee, where relevant to the portion of the State Plan that the Subgrantee is implementing;
- h. Facilitate coordination across Subgrantees necessary to implement the State Plan through the convening of quarterly Transformation Zone Leadership and Implementation Team meetings;
- i. Identify sources of technical assistance for the project; and
- j. Monitor Subgrantee's implementation of High-Quality Preschool programs in partnership with MRC.

C. JOINT RESPONSIBILITIES

In partnering in implementing the tasks and activities described in the State's Preschool Development Grants--Expansion Grant application, MDE and the Subgrantee will:

- a. Implement the State Plan consistent with the description of the roles and responsibilities outlined in the State's application and in the Scope of Work;
- b. Appoint a key contact person for the Preschool Development Grants--Expansion Grant;

- c. Work to employ the Science of Implementation Frameworks to ensure sustainability and continuous improvement through the grant period
- d. Key contacts from MDE and the Subgrantee will participate in weekly planning meetings during the 9-month planning period and meet at least monthly during the grant implementation period to maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure;
- e. Work together to determine appropriate timelines for project updates and status reports throughout the grant period;
- f. Negotiate in good faith toward achieving the overall goals of the State's Preschool Development Grants - Expansion Grant, including when the State Plan requires modifications that affect the Subgrantee, or when the Subgrantee's Scope of Work requires modifications;
- g. Devise plans to sustain High-Quality Preschool programs after the grant period, including any non-Federal support that the State or Subgrantees plan to contribute; and
- h. Coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross sector and comprehensive services efforts, professional development, and workforce and leadership development.

V. Guiding Principles

The following principles will guide the development of this Memorandum of Agreement between the Minnesota Department of Education and the Subgrantee:

- a. We will coordinate, but not supplant, the delivery of High-Quality Preschool programs funded under this grant with existing services for eligible 4 year old children including, if applicable, programs and services supported through Title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act.
- b. We will create and maintain a meaningful partnership that promotes school readiness and achievement from preschool onward through the provision of comprehensive services to promote educational success.
- c. We will plan and implement strategies based on best practice and research that have proven to support children's school readiness.
- d. We will respect the uniqueness of each program's needs and resources.
- e. We will share commitment, cooperation, and collaboration for an integrated and aligned system from preschool to third grade and beyond.

VI. Duration of Agreement

This agreement will be in effect throughout the duration of the funded project with United States Department of Education and Department of Health and Human Services, which is scheduled to end December 31, 2018.

VII. Signatures

Each program, by the signature below of its authorized representative, hereby acknowledges that he/she has read this agreement, understands it and agrees to be bound by its terms.

This agreement is executed on behalf of the Subgrantee and the Minnesota Department of Education

Signature

Date

Printed Name

Title

David M. Krenz
Authorized Signature Subgrantee

9/24/14
Date

David Krenz

Printed Name

Superintendent

Title



PRELIMINARY MOUMEMORANDUM OF UNDERSTANDING

Preschool Development Grant - Expansion

Between

Minnesota Department of Education

and

Subgrantee

This preliminary Memorandum of Understanding ("MOU") is entered into by and between the Minnesota Department of Education ("Lead Agency") and Columbia Heights Public Schools (Subgrantee)(jointly, the "Parties"). The purpose of this agreement is to establish a framework of collaboration, as well as to articulate specific roles and responsibilities in support of the State in its implementation of an approved Preschool Development Grant–Expansion Grant.

This preliminary MOU is intended to define the scope of work and the roles and responsibilities of the Parties. If Minnesota is awarded a Preschool Development Grant - Expansion Grant, it is understood that the Parties will execute a MOU within 90 days of Minnesota's receipt of award.

I. Scope of Work

Minnesota, through its designated agency, the Minnesota Department of Education (MDE), has created an ambitious and achievable long-term plan (*i.e.*, State Plan) to provide High-Quality Preschool programs for Eligible Children, defined as 4-year-olds from families with incomes at or below 200% of the Federal poverty line. MDE seeks to implement this plan by contracting with Subgrantees that will develop, implement, and expand High Quality Preschool slots in targeted communities through a mixed delivery system.

Subgrantee agrees to create High-Quality Preschool Program slots within economically diverse, inclusive settings, including those that serve children from families with incomes at or below 200% of the Federal poverty line.

Subgrantee agrees to ensure access to High-Quality Preschool programs for 4-year old Eligible Children, including Eligible Children who may be in need of additional supports, such as those who have disabilities or developmental delays; who are English learners; who reside on Indian lands as that term is defined by section 8013(7) of the ESEA; who are migrant, homeless, or in

foster care; who reside in rural or tribal areas; who are from military families; and other children as identified by the State.

Sungrantee agrees to devise plans to sustain High-Quality Preschool programs after the grant period ends in December of 2018, including any non-Federal support that the State or Subgrantees plan to contribute.

II. Purpose of the MOU

MDE and Subgrantee share a vision and commitment to implement the state's ambitious yet achievable plan to create High-Quality Preschool programs for Eligible Children as articulated in the Preschool Development Grant - Expansion Grant proposal.

- a. MDE and Subgrantee share a commitment to enter into an agreement with Minnesota Reading Corps to implement the Minnesota Reading Corps PreK Program in High-Quality Preschool Programs it creates under this grant.
- b. MDE and Subgrantee will work together to implement the State Plan with high fidelity as articulated in the Preschool Development Grant - Expansion Grant proposal.
- d. MDE and the Subgrantee will support and contribute resources to the extent possible to ensure effective implementation of high quality preschool.
- e. MDE and the Subgrantee will work to sustain High-Quality Preschool programs that meet quality standards set by the Federal government and the state.
- f. Further, and so as not to lose any gains created by the High-Quality Preschool program, MDE and the Subgrantee agree to maintain quality standards set by the state through grade 3 beyond the grant period.

II. Project Administration

A. Participating Subgrantee Responsibilities:

In partnering with MDE in implementing the tasks and activities described in the State's Preschool Development Grants--Expansion application, the Subgrantee will:

- a. Create an Implementation Plan and Scope of Work and within 90 days of receiving Official Grant Award Notification from MDE;
- b. Implement the Minnesota Preschool Development Grant Program Standards outlined in the Minnesota State Plan. See Exhibit A;
- c. Agree to have each program participating in Preschool Development Grant be Parent Aware 4-STAR rated;

B. MDE RESPONSIBILITIES

In partnering with the Subgrantee in implementing its tasks and activities described in the Preschool Development Grants--Expansion Grant application, the MDE will:

- a. Provide overall Grant Management and facilitate data collection and analysis;
- b. Work collaboratively with Subgrantees to measure and evaluate the impact of the Preschool Development Grant - Expansion Grant in the six Transformation Zones;
- c. Work with Leadership and Implementation Teams across the six Transformation Zones to form Professional Learning Communities to facilitate sharing of knowledge and best practices;
- d. Work collaboratively with the Subgrantee and support the Subgrantee in carrying out the Subgrantee's Implementation Plan and Scope of Work;
- e. Award in a timely manner the portion of Preschool Development Grants--Expansion Grant funds designated for the Subgrantee in the State Plan during the course of the project period and in accordance with the Subgrantee Scope of Work, and in accordance with the Subgrantee's Budget;
- f. Provide timely feedback on the Subgrantee's status updates, any interim reports, and project plans and products;
- g. Keep the Subgrantee informed of the status of the State's Preschool Development Grants - Expansion Grant project and seek input from the Subgrantee, where relevant to the portion of the State Plan that the Subgrantee is implementing;
- h. Facilitate coordination across Subgrantees necessary to implement the State Plan through the convening of quarterly Transformation Zone Leadership and Implementation Team meetings;
- i. Identify sources of technical assistance for the project; and
- j. Monitor Subgrantee's implementation of High-Quality Preschool programs in partnership with MRC.

C. JOINT RESPONSIBILITIES

In partnering in implementing the tasks and activities described in the State's Preschool Development Grants--Expansion Grant application, MDE and the Subgrantee will:

- a. Implement the State Plan consistent with the description of the roles and responsibilities outlined in the State's application and in the Scope of Work;
- b. Appoint a key contact person for the Preschool Development Grants--Expansion Grant;

VI. Duration of Agreement

This agreement will be in effect throughout the duration of the funded project with United States Department of Education and Department of Health and Human Services, which is scheduled to end December 31, 2018.

VII. Signatures

Each program, by the signature below of its authorized representative, hereby acknowledges that he/she has read this agreement, understands it and agrees to be bound by its terms.

This agreement is executed on behalf of the Subgrantee and the Minnesota Department of Education

Signature

Date

Printed Name

Title

Kathy L. Kelly
Authorized Signature Subgrantee

September 26, 2014
Date

KATHY L. KELLY
Printed Name

Supt.
Title

Title



PRELIMINARY MOUMEMORANDUM OF UNDERSTANDING

Preschool Development Grant - Expansion

Between

Minnesota Department of Education

and

Subgrantee

This preliminary Memorandum of Understanding ("MOU") is entered into by and between the Minnesota Department of Education ("Lead Agency") and ___Fridley Public Schools___ (Subgrantee)(jointly, the "Parties"). The purpose of this agreement is to establish a framework of collaboration, as well as to articulate specific roles and responsibilities in support of the State in its implementation of an approved Preschool Development Grant–Expansion Grant.

This preliminary MOU is intended to define the scope of work and the roles and responsibilities of the Parties. If Minnesota is awarded a Preschool Development Grant - Expansion Grant, it is understood that the Parties will execute a MOU within 90 days of Minnesota's receipt of award.

I. Scope of Work

Minnesota, through its designated agency, the Minnesota Department of Education (MDE), has created an ambitious and achievable long-term plan (*i.e.*, State Plan) to provide High-Quality Preschool programs for Eligible Children, defined as 4-year-olds from families with incomes at or below 200% of the Federal poverty line. MDE seeks to implement this plan by contracting with Subgrantees that will develop, implement, and expand High Quality Preschool slots in targeted communities through a mixed delivery system.

Subgrantee agrees to create High-Quality Preschool Program slots within economically diverse, inclusive settings, including those that serve children from families with incomes at or below 200% of the Federal poverty line.

Subgrantee agrees to ensure access to High-Quality Preschool programs for 4-year old Eligible Children, including Eligible Children who may be in need of additional supports, such as those who have disabilities or developmental delays; who are English learners; who reside on Indian lands as that term is defined by section 8013(7) of the ESEA; who are migrant, homeless, or in

foster care; who reside in rural or tribal areas; who are from military families; and other children as identified by the State.

Sungrantee agrees to devise plans to sustain High-Quality Preschool programs after the grant period ends in December of 2018, including any non-Federal support that the State or Subgrantees plan to contribute.

II. Purpose of the MOU

MDE and Subgrantee share a vision and commitment to implement the state's ambitious yet achievable plan to create High-Quality Preschool programs for Eligible Children as articulated in the Preschool Development Grant - Expansion Grant proposal.

- a. MDE and Subgrantee share a commitment to enter into an agreement with Minnesota Reading Corps to implement the Minnesota Reading Corps PreK Program in High-Quality Preschool Programs it creates under this grant.
- b. MDE and Subgrantee will work together to implement the State Plan with high fidelity as articulated in the Preschool Development Grant - Expansion Grant proposal.
- d. MDE and the Subgrantee will support and contribute resources to the extent possible to ensure effective implementation of high quality preschool.
- e. MDE and the Subgrantee will work to sustain High-Quality Preschool programs that meet quality standards set by the Federal government and the state.
- f. Further, and so as not to lose any gains created by the High-Quality Preschool program, MDE and the Subgrantee agree to maintain quality standards set by the state through grade 3 beyond the grant period.

II. Project Administration

A. Participating Subgrantee Responsibilities:

In partnering with MDE in implementing the tasks and activities described in the State's Preschool Development Grants--Expansion application, the Subgrantee will:

- a. Create an Implementation Plan and Scope of Work and within 90 days of receiving Official Grant Award Notification from MDE;
- b. Implement the Minnesota Preschool Development Grant Program Standards outlined in the Minnesota State Plan. See Exhibit A;
- c. Agree to have each program participating in Preschool Development Grant be Parent Aware 4-STAR rated;

- d. Participate in a Transformation Zone using practices pursuant to Implementation Science to effectively deliver the grant and the state plan;
- e. Screen, select, and manage appropriately qualified preschool provider organizations to ensure that High-Quality Preschool programs are provided through a mixed delivery system;
- f. Partner with the Minnesota Reading Corps to effectively implement the PreK-Minnesota Reading Corps program in High-Quality Preschool Programs;
- g. Identify a District Lead who will facilitate coordination between MDE, and Minnesota Reading Corps;
- h. Convene a community / district-wide Leadership and Implementation Team (LIT) that will lead the facilitation of community partnerships and collaboration and participate in MDE facilitated quarterly Transformation Zone meetings; (see purpose and membership requirements in Exhibit B);
- i. Manage expenditures within the State and grant budget and ensure the effective allocation of resources for the delivery of High-Quality Preschool programs by not supplanting funds;
- j. Actively participate in all relevant professional development, meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- k. Post to any web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the Preschool Development Grants—Expansion Grant;
- l. Participate, as requested, in any evaluations of this grant conducted by the State and/or Federal approved evaluator;
- m. Be responsive to State, ED, or HHS requests for project information including the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State, and Federal privacy laws;
- n. Provide state/federal approved researchers with access, consistent with requirements of all applicable Federal, State, and local privacy laws, to available data regarding the enrollment and school readiness of Eligible Children in State High-Quality Preschool Programs;
- o. Implement culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families; help families build protective factors; and engage parents and families as decision-makers in their children's education; and
- p. Minimize local administrative costs; and partner with Early Learning Providers and other Early Learning Organizations, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into Kindergarten.

B. MDE RESPONSIBILITIES

In partnering with the Subgrantee in implementing its tasks and activities described in the Preschool Development Grants--Expansion Grant application, the MDE will:

- a. Provide overall Grant Management and facilitate data collection and analysis;
- b. Work collaboratively with Subgrantees to measure and evaluate the impact of the Preschool Development Grant - Expansion Grant in the six Transformation Zones;
- c. Work with Leadership and Implementation Teams across the six Transformation Zones to form Professional Learning Communities to facilitate sharing of knowledge and best practices;
- d. Work collaboratively with the Subgrantee and support the Subgrantee in carrying out the Subgrantee's Implementation Plan and Scope of Work;
- e. Award in a timely manner the portion of Preschool Development Grants—Expansion Grant funds designated for the Subgrantee in the State Plan during the course of the project period and in accordance with the Subgrantee Scope of Work, and in accordance with the Subgrantee's Budget;
- f. Provide timely feedback on the Subgrantee's status updates, any interim reports, and project plans and products;
- g. Keep the Subgrantee informed of the status of the State's Preschool Development Grants - Expansion Grant project and seek input from the Subgrantee, where relevant to the portion of the State Plan that the Subgrantee is implementing;
- h. Facilitate coordination across Subgrantees necessary to implement the State Plan through the convening of quarterly Transformation Zone Leadership and Implementation Team meetings;
- i. Identify sources of technical assistance for the project; and
- j. Monitor Subgrantee's implementation of High-Quality Preschool programs in partnership with MRC.

C. JOINT RESPONSIBILITIES

In partnering in implementing the tasks and activities described in the State's Preschool Development Grants--Expansion Grant application, MDE and the Subgrantee will:

- a. Implement the State Plan consistent with the description of the roles and responsibilities outlined in the State's application and in the Scope of Work;
- b. Appoint a key contact person for the Preschool Development Grants—Expansion Grant;

- c. Work to employ the Science of Implementation Frameworks to ensure sustainability and continuous improvement through the grant period
- d. Key contacts from MDE and the Subgrantee will participate in weekly planning meetings during the 9-month planning period and meet at least monthly during the grant implementation period to maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure;
- e. Work together to determine appropriate timelines for project updates and status reports throughout the grant period;
- f. Negotiate in good faith toward achieving the overall goals of the State's Preschool Development Grants - Expansion Grant, including when the State Plan requires modifications that affect the Subgrantee, or when the Subgrantee's Scope of Work requires modifications;
- g. Devise plans to sustain High-Quality Preschool programs after the grant period, including any non-Federal support that the State or Subgrantees plan to contribute; and
- h. Coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development.

V. Guiding Principles

The following principles will guide the development of this Memorandum of Agreement between the Minnesota Department of Education and the Subgrantee:

- a. We will coordinate, but not supplant, the delivery of High-Quality Preschool programs funded under this grant with existing services for eligible 4 year old children including, if applicable, programs and services supported through Title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act.
- b. We will create and maintain a meaningful partnership that promotes school readiness and achievement from preschool onward through the provision of comprehensive services to promote educational success.
- c. We will plan and implement strategies based on best practice and research that have proven to support children's school readiness.
- d. We will respect the uniqueness of each program's needs and resources.
- e. We will share commitment, cooperation, and collaboration for an integrated and aligned system from preschool to third grade and beyond.

VI. Duration of Agreement

This agreement will be in effect throughout the duration of the funded project with United States Department of Education and Department of Health and Human Services, which is scheduled to end December 31, 2018.

VII. Signatures

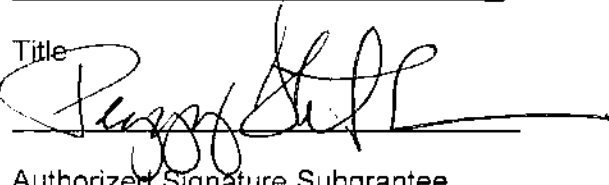
Each program, by the signature below of its authorized representative, hereby acknowledges that he/she has read this agreement, understands it and agrees to be bound by its terms.

This agreement is executed on behalf of the Subgrantee and the Minnesota Department of Education

Signature

Date

Printed Name

Title

Authorized Signature Subgrantee

September 26, 2014_____
Date

Peggy Flathmann, Ed. D. _____

Printed Name

Superintendent _____

Title

Department of
Education

PRELIMINARY MOU MEMORANDUM OF UNDERSTANDING

Preschool Development Grant - Expansion

Between

Minnesota Department of Education

and

Subgrantee

This preliminary Memorandum of Understanding ("MOU") is entered into by and between the Minnesota Department of Education ("Lead Agency") and the Itasca Area Schools Collaborative (Subgrantee) (jointly, the "Parties"). The purpose of this agreement is to establish a framework of collaboration, as well as to articulate specific roles and responsibilities in support of the State in its implementation of an approved Preschool Development Grant—Expansion Grant.

This preliminary MOU is intended to define the scope of work and the roles and responsibilities of the Parties. If Minnesota is awarded a Preschool Development Grant - Expansion Grant, it is understood that the Parties will execute a MOU within 90 days of Minnesota's receipt of award.

I. Scope of Work

Minnesota, through its designated agency, the Minnesota Department of Education (MDE), has created an ambitious and achievable long-term plan (*i.e.*, State Plan) to provide High-Quality Preschool programs for Eligible Children, defined as 4-year-olds from families with incomes at or below 200% of the Federal poverty line. MDE seeks to implement this plan by contracting with Subgrantees that will develop, implement, and expand High Quality Preschool slots in targeted communities through a mixed delivery system.

Subgrantee agrees to create High-Quality Preschool Program slots within economically diverse, inclusive settings, including those that serve children from families with incomes at or below 200% of the Federal poverty line.

Subgrantee agrees to ensure access to High-Quality Preschool programs for 4-year old Eligible Children, including Eligible Children who may be in need of additional supports, such as those who have disabilities or developmental delays; who are English learners; who reside on Indian lands as that term is defined by section 8013(7) of the ESEA; who are migrant, homeless, or in

foster care; who reside in rural or tribal areas; who are from military families; and other children as identified by the State.

Sungrantee agrees to devise plans to sustain High-Quality Preschool programs after the grant period ends in December of 2018, including any non-Federal support that the State or Subgrantees plan to contribute.

II. Purpose of the MOU

MDE and Subgrantee share a vision and commitment to implement the state's ambitious yet achievable plan to create High-Quality Preschool programs for Eligible Children as articulated in the Preschool Development Grant - Expansion Grant proposal.

- a. MDE and Subgrantee share a commitment to enter into an agreement with Minnesota Reading Corps to implement the Minnesota Reading Corps PreK Program in High-Quality Preschool Programs it creates under this grant.
- b. MDE and Subgrantee will work together to implement the State Plan with high fidelity as articulated in the Preschool Development Grant - Expansion Grant proposal.
- d. MDE and the Subgrantee will support and contribute resources to the extent possible to ensure effective implementation of high quality preschool.
- e. MDE and the Subgrantee will work to sustain High-Quality Preschool programs that meet quality standards set by the Federal government and the state.
- f. Further, and so as not to lose any gains created by the High-Quality Preschool program, MDE and the Subgrantee agree to maintain quality standards set by the state through grade 3 beyond the grant period.

II. Project Administration

A. Participating Subgrantee Responsibilities:

In partnering with MDE in implementing the tasks and activities described in the State's Preschool Development Grants--Expansion application, the Subgrantee will:

- a. Create an Implementation Plan and Scope of Work and within 90 days of receiving Official Grant Award Notification from MDE;
- b. Implement the Minnesota Preschool Development Grant Program Standards outlined in the Minnesota State Plan. See Exhibit A;
- c. Agree to have each program participating in Preschool Development Grant be Parent Aware 4-STAR rated;

- d. Participate in a Transformation Zone using practices pursuant to Implementation Science to effectively deliver the grant and the state plan;
- e. Screen, select, and manage appropriately qualified preschool provider organizations to ensure that High-Quality Preschool programs are provided through a mixed delivery system;
- f. Partner with the Minnesota Reading Corps to effectively implement the PreK-Minnesota Reading Corps program in High-Quality Preschool Programs;
- g. Identify a District Lead who will facilitate coordination between MDE, and Minnesota Reading Corps;
- h. Convene a community / district-wide Leadership and Implementation Team (LIT) that will lead the facilitation of community partnerships and collaboration and participate in MDE facilitated quarterly Transformation Zone meetings; (see purpose and membership requirements in Exhibit B);
- i. Manage expenditures within the State and grant budget and ensure the effective allocation of resources for the delivery of High-Quality Preschool programs by not supplanting funds;
- j. Actively participate in all relevant professional development, meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- k. Post to any web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the Preschool Development Grants—Expansion Grant;
- l. Participate, as requested, in any evaluations of this grant conducted by the State and/or Federal approved evaluator;
- m. Be responsive to State, ED, or HHS requests for project information including the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State, and Federal privacy laws;
- n. Provide state/federal approved researchers with access, consistent with requirements of all applicable Federal, State, and local privacy laws, to available data regarding the enrollment and school readiness of Eligible Children in State High-Quality Preschool Programs;
- o. Implement culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families; help families build protective factors; and engage parents and families as decision-makers in their children's education; and
- p. Minimize local administrative costs; and partner with Early Learning Providers and other Early Learning Organizations, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into Kindergarten.

B. MDE RESPONSIBILITIES

In partnering with the Subgrantee in implementing its tasks and activities described in the Preschool Development Grants--Expansion Grant application, the MDE will:

- a. Provide overall Grant Management and facilitate data collection and analysis;
- b. Work collaboratively with Subgrantees to measure and evaluate the impact of the Preschool Development Grant - Expansion Grant in the six Transformation Zones;
- c. Work with Leadership and Implementation Teams across the six Transformation Zones to form Professional Learning Communities to facilitate sharing of knowledge and best practices;
- d. Work collaboratively with the Subgrantee and support the Subgrantee in carrying out the Subgrantee's Implementation Plan and Scope of Work;
- e. Award in a timely manner the portion of Preschool Development Grants--Expansion Grant funds designated for the Subgrantee in the State Plan during the course of the project period and in accordance with the Subgrantee Scope of Work, and in accordance with the Subgrantee's Budget;
- f. Provide timely feedback on the Subgrantee's status updates, any interim reports, and project plans and products; .
- g. Keep the Subgrantee informed of the status of the State's Preschool Development Grants - Expansion Grant project and seek input from the Subgrantee, where relevant to the portion of the State Plan that the Subgrantee is implementing; .
- h. Facilitate coordination across Subgrantees necessary to implement the State Plan through the convening of quarterly Transformation Zone Leadership and Implementation Team meetings;
- i. Identify sources of technical assistance for the project; and
- j. Monitor Subgrantee's implementation of High-Quality Preschool programs in partnership with MRC..

C. JOINT RESPONSIBILITIES

In partnering in implementing the tasks and activities described in the State's Preschool Development Grants--Expansion Grant application, MDE and the Subgrantee will:

- a. Implement the State Plan consistent with the description of the roles and responsibilities outlined in the State's application and in the Scope of Work; .
- b. Appoint a key contact person for the Preschool Development Grants--Expansion Grant;

- c. Work to employ the Science of Implementation Frameworks to ensure sustainability and continuous improvement through the grant period
- d. Key contacts from MDE and the Subgrantee will participate in weekly planning meetings during the 9-month planning period and meet at least monthly during the grant implementation period to maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure;
- e. Work together to determine appropriate timelines for project updates and status reports throughout the grant period;
- f. Negotiate in good faith toward achieving the overall goals of the State's Preschool Development Grants - Expansion Grant, including when the State Plan requires modifications that affect the Subgrantee, or when the Subgrantee's Scope of Work requires modifications;
- g. Devise plans to sustain High-Quality Preschool programs after the grant period, including any non-Federal support that the State or Subgrantees plan to contribute; and
- h. Coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development..

V. Guiding Principles

The following principles will guide the development of this Memorandum of Agreement between the Minnesota Department of Education and the Subgrantee:

- a. We will coordinate, but not supplant, the delivery of High-Quality Preschool programs funded under this grant with existing services for eligible 4 year old children including, if applicable, programs and services supported through Title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act.
- b. We will create and maintain a meaningful partnership that promotes school readiness and achievement from preschool onward through the provision of comprehensive services to promote educational success.
- c. We will plan and implement strategies based on best practice and research that have proven to support children's school readiness.
- d. We will respect the uniqueness of each program's needs and resources.
- e. We will share commitment, cooperation, and collaboration for an integrated and aligned system from preschool to third grade and beyond.

VI. Duration of Agreement

This agreement will be in effect throughout the duration of the funded project with United States Department of Education and Department of Health and Human Services, which is scheduled to end December 31, 2018.

VII. Signatures

Each program, by the signature below of its authorized representative, hereby acknowledges that he/she has read this agreement, understands it and agrees to be bound by its terms.

This agreement is executed on behalf of the Subgrantee and the Minnesota Department of Education

Signature

Date

Printed Name

Title

(b)(6)

9-24-2014

Authorized Signature Subgrantee

Date

Matt Grose

Printed Name

Chair, Itasca Area Schools Collaborative

Title

Minnesota Department of
Education

PRELIMINARY MOUMEMORANDUM OF UNDERSTANDING

Preschool Development Grant - Expansion

Between

Minnesota Department of Education

and

Subgrantee

This preliminary Memorandum of Understanding ("MOU") is entered into by and between the Minnesota Department of Education ("Lead Agency") and Rochester Public School (ISD535) (Subgrantee)(jointly, the "Parties"). The purpose of this agreement is to establish a framework of collaboration, as well as to articulate specific roles and responsibilities in support of the State in its implementation of an approved Preschool Development Grant–Expansion Grant.

This preliminary MOU is intended to define the scope of work and the roles and responsibilities of the Parties. If Minnesota is awarded a Preschool Development Grant - Expansion Grant, it is understood that the Parties will execute a MOU within 90 days of Minnesota's receipt of award.

1. Scope of Work

Minnesota, through its designated agency, the Minnesota Department of Education (MDE), has created an ambitious and achievable long-term plan (*i.e.*, State Plan) to provide High-Quality Preschool programs for Eligible Children, defined as 4-year-olds from families with incomes at or below 200% of the Federal poverty line. MDE seeks to implement this plan by contracting with Subgrantees that will develop, implement, and expand High Quality Preschool slots in targeted communities through a mixed delivery system.

Subgrantee agrees to create High-Quality Preschool Program slots within economically diverse, inclusive settings, including those that serve children from families with incomes at or below 200% of the Federal poverty line.

Subgrantee agrees to ensure access to High-Quality Preschool programs for 4-year old Eligible Children, including Eligible Children who may be in need of additional supports, such as those who have disabilities or developmental delays; who are English learners; who reside on Indian lands as that term is defined by section 8013(7) of the ESEA; who are migrant, homeless, or in

foster care; who reside in rural or tribal areas; who are from military families; and other children as identified by the State.

Sungrantee agrees to devise plans to sustain High-Quality Preschool programs after the grant period ends in December of 2018, including any non-Federal support that the State or Subgrantees plan to contribute.

II. Purpose of the MOU

MDE and Subgrantee share a vision and commitment to implement the state's ambitious yet achievable plan to create High-Quality Preschool programs for Eligible Children as articulated in the Preschool Development Grant - Expansion Grant proposal.

- a. MDE and Subgrantee share a commitment to enter into an agreement with Minnesota Reading Corps to implement the Minnesota Reading Corps PreK Program in High-Quality Preschool Programs it creates under this grant.
- b. MDE and Subgrantee will work together to implement the State Plan with high fidelity as articulated in the Preschool Development Grant - Expansion Grant proposal.
- d. MDE and the Subgrantee will support and contribute resources to the extent possible to ensure effective implementation of high quality preschool.
- e. MDE and the Subgrantee will work to sustain High-Quality Preschool programs that meet quality standards set by the Federal government and the state.
- f. Further, and so as not to lose any gains created by the High-Quality Preschool program, MDE and the Subgrantee agree to maintain quality standards set by the state through grade 3 beyond the grant period.

II. Project Administration

A. Participating Subgrantee Responsibilities:

In partnering with MDE in implementing the tasks and activities described in the State's Preschool Development Grants--Expansion application, the Subgrantee will:

- a. Create an Implementation Plan and Scope of Work and within 90 days of receiving Official Grant Award Notification from MDE;
- b. Implement the Minnesota Preschool Development Grant Program Standards outlined in the Minnesota State Plan. See Exhibit A;
- c. Agree to have each program participating in Preschool Development Grant be Parent Aware 4-STAR rated;
- d. Participate in a Transformation Zone using practices pursuant to Implementation Science to effectively deliver the grant and the state plan;

- e. Screen, select, and manage appropriately qualified preschool provider organizations to ensure that High-Quality Preschool programs are provided through a mixed delivery system;
- f. Partner with the Minnesota Reading Corps to effectively implement the PreK-Minnesota Reading Corps program in High-Quality Preschool Programs;
- g. Identify a District Lead who will facilitate coordination between MDE, and Minnesota Reading Corps;
- h. Convene a community / district-wide Leadership and Implementation Team (LIT) that will lead the facilitation of community partnerships and collaboration and participate in MDE facilitated quarterly Transformation Zone meetings; (see purpose and membership requirements in Exhibit B);
- i. Manage expenditures within the State and grant budget and ensure the effective allocation of resources for the delivery of High-Quality Preschool programs by not supplanting funds;
- j. Actively participate in all relevant professional development, meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- k. Post to any web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the Preschool Development Grants—Expansion Grant;
- l. Participate, as requested, in any evaluations of this grant conducted by the State and/or Federal approved evaluator;
- m. Be responsive to State, ED, or HHS requests for project information including the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State, and Federal privacy laws;
- n. Provide state/federal approved researchers with access, consistent with requirements of all applicable Federal, State, and local privacy laws, to available data regarding the enrollment and school readiness of Eligible Children in State High-Quality Preschool Programs;
- o. Implement culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families; help families build protective factors; and engage parents and families as decision-makers in their children's education; and
- p. Minimize local administrative costs; and partner with Early Learning Providers and other Early Learning Organizations, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into Kindergarten.

B. MDE RESPONSIBILITIES

In partnering with the Subgrantee in implementing its tasks and activities described in the Preschool Development Grants--Expansion Grant application, the MDE will:

- a. Provide overall Grant Management and facilitate data collection and analysis;
- b. Work collaboratively with Subgrantees to measure and evaluate the impact of the Preschool Development Grant - Expansion Grant in the six Transformation Zones;
- c. Work with Leadership and Implementation Teams across the six Transformation Zones to form Professional Learning Communities to facilitate sharing of knowledge and best practices;
- d. Work collaboratively with the Subgrantee and support the Subgrantee in carrying out the Subgrantee's Implementation Plan and Scope of Work;
- e. Award in a timely manner the portion of Preschool Development Grants—Expansion Grant funds designated for the Subgrantee in the State Plan during the course of the project period and in accordance with the Subgrantee Scope of Work, and in accordance with the Subgrantee's Budget;
- f. Provide timely feedback on the Subgrantee's status updates, any interim reports, and project plans and products;
- g. Keep the Subgrantee informed of the status of the State's Preschool Development Grants - Expansion Grant project and seek input from the Subgrantee, where relevant to the portion of the State Plan that the Subgrantee is implementing;
- h. Facilitate coordination across Subgrantees necessary to implement the State Plan through the convening of quarterly Transformation Zone Leadership and Implementation Team meetings;
- i. Identify sources of technical assistance for the project; and
- j. Monitor Subgrantee's implementation of High-Quality Preschool programs in partnership with MRC.

C. JOINT RESPONSIBILITIES

In partnering in implementing the tasks and activities described in the State's Preschool Development Grants--Expansion Grant application, MDE and the Subgrantee will:

- a. Implement the State Plan consistent with the description of the roles and responsibilities outlined in the State's application and in the Scope of Work;
- b. Appoint a key contact person for the Preschool Development Grants—Expansion Grant;

- c. Work to employ the Science of Implementation Frameworks to ensure sustainability and continuous improvement through the grant period
- d. Key contacts from MDE and the Subgrantee will participate in weekly planning meetings during the 9-month planning period and meet at least monthly during the grant implementation period to maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure;
- e. Work together to determine appropriate timelines for project updates and status reports throughout the grant period;
- f. Negotiate in good faith toward achieving the overall goals of the State's Preschool Development Grants - Expansion Grant, including when the State Plan requires modifications that affect the Subgrantee, or when the Subgrantee's Scope of Work requires modifications;
- g. Devise plans to sustain High-Quality Preschool programs after the grant period, including any non-Federal support that the State or Subgrantees plan to contribute; and
- h. Coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development.

V. Guiding Principles

The following principles will guide the development of this Memorandum of Agreement between the Minnesota Department of Education and the Subgrantee:

- a. We will coordinate, but not supplant, the delivery of High-Quality Preschool programs funded under this grant with existing services for eligible 4 year old children including, if applicable, programs and services supported through Title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act.
- b. We will create and maintain a meaningful partnership that promotes school readiness and achievement from preschool onward through the provision of comprehensive services to promote educational success.
- c. We will plan and implement strategies based on best practice and research that have proven to support children's school readiness.
- d. We will respect the uniqueness of each program's needs and resources.
- e. We will share commitment, cooperation, and collaboration for an integrated and aligned system from preschool to third grade and beyond.

VI. Duration of Agreement

This agreement will be in effect throughout the duration of the funded project with United States Department of Education and Department of Health and Human Services, which is scheduled to end December 31, 2018.

VII. Signatures

Each program, by the signature below of its authorized representative, hereby acknowledges that he/she has read this agreement, understands it and agrees to be bound by its terms.

This agreement is executed on behalf of the Subgrantee and the Minnesota Department of Education

Signature

Date

Printed Name

Title


Authorized Signature Subgrantee

October 1, 2014
Date

Michael Muñoz
Printed Name

Superintendent
Title

Department of
Education

PRELIMINARY MOUMEMORANDUM OF UNDERSTANDING

Preschool Development Grant - Expansion

Between

Minnesota Department of Education

and

Subgrantee

This preliminary Memorandum of Understanding ("MOU") is entered into by and between the Minnesota Department of Education ("Lead Agency") and Circle of Life Academy (Subgrantee)(jointly, the "Parties"). The purpose of this agreement is to establish a framework of collaboration, as well as to articulate specific roles and responsibilities in support of the State in its implementation of an approved Preschool Development Grant–Expansion Grant.

This preliminary MOU is intended to define the scope of work and the roles and responsibilities of the Parties. If Minnesota is awarded a Preschool Development Grant - Expansion Grant, it is understood that the Parties will execute a MOU within 90 days of Minnesota's receipt of award.

I. Scope of Work

Minnesota, through its designated agency, the Minnesota Department of Education (MDE), has created an ambitious and achievable long-term plan (i.e., State Plan) to provide High-Quality Preschool programs for Eligible Children, defined as 4-year-olds from families with incomes at or below 200% of the Federal poverty line. MDE seeks to implement this plan by contracting with Subgrantees that will develop, implement, and expand High Quality Preschool slots in targeted communities through a mixed delivery system.

Subgrantee agrees to create High-Quality Preschool Program slots within economically diverse, inclusive settings, including those that serve children from families with incomes at or below 200% of the Federal poverty line.

Subgrantee agrees to ensure access to High-Quality Preschool programs for 4-year old Eligible Children, including Eligible Children who may be in need of additional supports, such as those who have disabilities or developmental delays; who are English learners; who reside on Indian lands as that term is defined by section 8013(7) of the ESEA; who are migrant, homeless, or in

foster care; who reside in rural or tribal areas; who are from military families; and other children as identified by the State.

Sungrantee agrees to devise plans to sustain High-Quality Preschool programs after the grant period ends in December of 2018, including any non-Federal support that the State or Subgrantees plan to contribute.

II. Purpose of the MOU

MDE and Subgrantee share a vision and commitment to implement the state's ambitious yet achievable plan to create High-Quality Preschool programs for Eligible Children as articulated in the Preschool Development Grant - Expansion Grant proposal.

- a. MDE and Subgrantee share a commitment to enter into an agreement with Minnesota Reading Corps to implement the Minnesota Reading Corps PreK Program in High-Quality Preschool Programs it creates under this grant.
- b. MDE and Subgrantee will work together to implement the State Plan with high fidelity as articulated in the Preschool Development Grant - Expansion Grant proposal.
- d. MDE and the Subgrantee will support and contribute resources to the extent possible to ensure effective implementation of high quality preschool.
- e. MDE and the Subgrantee will work to sustain High-Quality Preschool programs that meet quality standards set by the Federal government and the state.
- f. Further, and so as not to lose any gains created by the High-Quality Preschool program, MDE and the Subgrantee agree to maintain quality standards set by the state through grade 3 beyond the grant period.

II. Project Administration

A. Participating Subgrantee Responsibilities:

In partnering with MDE in implementing the tasks and activities described in the State's Preschool Development Grants--Expansion application, the Subgrantee will:

- a. Create an Implementation Plan and Scope of Work and within 90 days of receiving Official Grant Award Notification from MDE;
- b. Implement the Minnesota Preschool Development Grant Program Standards outlined in the Minnesota State Plan. See Exhibit A;
- c. Agree to have each program participating in Preschool Development Grant be Parent Aware 4-STAR rated;

- d. Participate in a Transformation Zone using practices pursuant to Implementation Science to effectively deliver the grant and the state plan;
- e. Screen, select, and manage appropriately qualified preschool provider organizations to ensure that High-Quality Preschool programs are provided through a mixed delivery system;
- f. Partner with the Minnesota Reading Corps to effectively implement the PreK-Minnesota Reading Corps program in High-Quality Preschool Programs;
- g. Identify a District Lead who will facilitate coordination between MDE, and Minnesota Reading Corps;
- h. Convene a community / district-wide Leadership and Implementation Team (LIT) that will lead the facilitation of community partnerships and collaboration and participate in MDE facilitated quarterly Transformation Zone meetings; (see purpose and membership requirements in Exhibit B);
- i. Manage expenditures within the State and grant budget and ensure the effective allocation of resources for the delivery of High-Quality Preschool programs by not supplanting funds;
- j. Actively participate in all relevant professional development, meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- k. Post to any web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the Preschool Development Grants—Expansion Grant;
- l. Participate, as requested, in any evaluations of this grant conducted by the State and/or Federal approved evaluator;
- m. Be responsive to State, ED, or HHS requests for project information including the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State, and Federal privacy laws;
- n. Provide state/federal approved researchers with access, consistent with requirements of all applicable Federal, State, and local privacy laws, to available data regarding the enrollment and school readiness of Eligible Children in State High-Quality Preschool Programs;
- o. Implement culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families; help families build protective factors; and engage parents and families as decision-makers in their children's education; and
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B. MDE RESPONSIBILITIES

In partnering with the Subgrantee in implementing its tasks and activities described in the Preschool Development Grants--Expansion Grant application, the MDE will:

- a. Provide overall Grant Management and facilitate data collection and analysis;
- b. Work collaboratively with Subgrantees to measure and evaluate the impact of the Preschool Development Grant - Expansion Grant in the six Transformation Zones;
- c. Work with Leadership and Implementation Teams across the six Transformation Zones to form Professional Learning Communities to facilitate sharing of knowledge and best practices;
- d. Work collaboratively with the Subgrantee and support the Subgrantee in carrying out the Subgrantee's Implementation Plan and Scope of Work;
- e. Award in a timely manner the portion of Preschool Development Grants—Expansion Grant funds designated for the Subgrantee in the State Plan during the course of the project period and in accordance with the Subgrantee Scope of Work, and in accordance with the Subgrantee's Budget;
- f. Provide timely feedback on the Subgrantee's status updates, any interim reports, and project plans and products;
- g. Keep the Subgrantee informed of the status of the State's Preschool Development Grants - Expansion Grant project and seek input from the Subgrantee, where relevant to the portion of the State Plan that the Subgrantee is implementing;
- h. Facilitate coordination across Subgrantees necessary to implement the State Plan through the convening of quarterly Transformation Zone Leadership and Implementation Team meetings;
- i. Identify sources of technical assistance for the project; and
- j. Monitor Subgrantee's implementation of High-Quality Preschool programs in partnership with MRC.

C. JOINT RESPONSIBILITIES

In partnering in implementing the tasks and activities described in the State's Preschool Development Grants--Expansion Grant application, MDE and the Subgrantee will:

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V. Guiding Principles

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VII. Signatures

Each program, by the signature below of its authorized representative, hereby acknowledges that he/she has read this agreement, understands it and agrees to be bound by its terms.

This agreement is executed on behalf of the Subgrantee and the Minnesota Department of Education

(b)(6)



Signature

Date

10-7-14

Erma Vizenor

Printed Name

Chairwoman

Title

Authorized Signature Subgrantee

Date

Printed Name

Title

Department of
Education

PRELIMINARY MOUMEMORANDUM OF UNDERSTANDING

Preschool Development Grant - Expansion

Between

Minnesota Department of Education

and

Subgrantee

This preliminary Memorandum of Understanding ("MOU") is entered into by and between the Minnesota Department of Education ("Lead Agency") and Mahnomen School District (Subgrantee)(jointly, the "Parties"). The purpose of this agreement is to establish a framework of collaboration, as well as to articulate specific roles and responsibilities in support of the State in its implementation of an approved Preschool Development Grant–Expansion Grant.

This preliminary MOU is intended to define the scope of work and the roles and responsibilities of the Parties. If Minnesota is awarded a Preschool Development Grant - Expansion Grant, it is understood that the Parties will execute a MOU within 90 days of Minnesota's receipt of award.

I. Scope of Work

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II. Project Administration

A. Participating Subgrantee Responsibilities:

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This agreement is executed on behalf of the Subgrantee and the Minnesota Department of Education

Signature

Date

Printed Name

Title

Authorized Signature Subgrantee

10/8/14

Date

Printed Name

Title

PRELIMINARY MOUMEMORANDUM OF UNDERSTANDING

Preschool Development Grant - Expansion

Between

Minnesota Department of Education

and

Subgrantee

This preliminary Memorandum of Understanding ("MOU") is entered into by and between the Minnesota Department of Education ("Lead Agency") and Waubun-Ogema- White Earth Schools (Subgrantee")(jointly, the "Parties"). The purpose of this agreement is to establish a framework of collaboration, as well as to articulate specific roles and responsibilities in support of the State in its implementation of an approved Preschool Development Grant-Expansion Grant.

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Non Responsive

II. Purpose of the MOU

MDE and Subgrantee share a vision and commitment to implement the state's ambitious yet achievable plan to create High-Quality Preschool programs for Eligible Children as articulated in the Preschool Development Grant - Expansion Grant proposal.

- a. MDE and Subgrantee share a commitment to enter into an agreement with Minnesota Reading Corps to implement the Minnesota Reading Corps PreK Program in High-Quality Preschool Programs it creates under this grant.
- b. MDE and Subgrantee will work together to implement the State Plan with high fidelity as articulated in the Preschool Development Grant - Expansion Grant proposal.
- d. MDE and the Subgrantee will support and contribute resources to the extent possible to ensure effective implementation of high quality preschool.
- e. MDE and the Subgrantee will work to sustain High-Quality Preschool programs that meet quality standards set by the Federal government and the state.
- f. Further, and so as not to lose any gains created by the High-Quality Preschool program, MDE and the Subgrantee agree to maintain quality standards set by the state through grade 3 beyond the grant period.

II. Project Administration

A. Participating Subgrantee Responsibilities:

In partnering with MDE in implementing the tasks and activities described in the State's Preschool Development Grants--Expansion application, the Subgrantee will:

- a. Create an Implementation Plan and Scope of Work and within 90 days of receiving Official Grant Award Notification from MDE;
- b. Implement the Minnesota Preschool Development Grant Program Standards outlined in the Minnesota State Plan. See Exhibit A;
- c. Agree to have each program participating in Preschool Development Grant be Parent Aware 4-STAR rated;
- d. Participate in a Transformation Zone using practices pursuant to Implementation Science to effectively deliver the grant and the state plan;

- e. Screen, select, and manage appropriately qualified preschool provider organizations to ensure that High-Quality Preschool programs are provided through a mixed delivery system;
- f. Partner with the Minnesota Reading Corps to effectively implement the PreK-Minnesota Reading Corps program in High-Quality Preschool Programs;
- g. Identify a District Lead who will facilitate coordination between MDE, and Minnesota Reading Corps;
- h. Convene a community / district-wide Leadership and Implementation Team (LIT) that will lead the facilitation of community partnerships and collaboration and participate in MDE facilitated quarterly Transformation Zone meetings; (see purpose and membership requirements in Exhibit B);
- i. Manage expenditures within the State and grant budget and ensure the effective allocation of resources for the delivery of High-Quality Preschool programs by not supplanting funds;
- j. Actively participate in all relevant professional development, meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- k. Post to any web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the Preschool Development Grants—Expansion Grant;
- l. Participate, as requested, in any evaluations of this grant conducted by the State and/or Federal approved evaluator;
- m. Be responsive to State, ED, or HHS requests for project information including the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State, and Federal privacy laws;
- n. Provide state/federal approved researchers with access, consistent with requirements of all applicable Federal, State, and local privacy laws, to available data regarding the enrollment and school readiness of Eligible Children in State High-Quality Preschool Programs;
- o. Implement culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families; help families build protective factors; and engage parents and families as decision-makers in their children's education; and
- p. Minimize local administrative costs; and partner with Early Learning Providers and other Early Learning Organizations, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into Kindergarten.

B. MDE RESPONSIBILITIES

In partnering with the Subgrantee in implementing its tasks and activities described in the Preschool Development Grants--Expansion Grant application, the MDE will:

- a. Provide overall Grant Management and facilitate data collection and analysis;
- b. Work collaboratively with Subgrantees to measure and evaluate the impact of the Preschool Development Grant - Expansion Grant in the six Transformation Zones;
- c. Work with Leadership and Implementation Teams across the six Transformation Zones to form Professional Learning Communities to facilitate sharing of knowledge and best practices;
- d. Work collaboratively with the Subgrantee and support the Subgrantee in carrying out the Subgrantee's Implementation Plan and Scope of Work;
- e. Award in a timely manner the portion of Preschool Development Grants--Expansion Grant funds designated for the Subgrantee in the State Plan during the course of the project period and in accordance with the Subgrantee Scope of Work, and in accordance with the Subgrantee's Budget;
- f. Provide timely feedback on the Subgrantee's status updates, any interim reports, and project plans and products;
- g. Keep the Subgrantee informed of the status of the State's Preschool Development Grants - Expansion Grant project and seek input from the Subgrantee, where relevant to the portion of the State Plan that the Subgrantee is implementing;
- h. Facilitate coordination across Subgrantees necessary to implement the State Plan through the convening of quarterly Transformation Zone Leadership and Implementation Team meetings;
- i. Identify sources of technical assistance for the project; and
- j. Monitor Subgrantee's implementation of High-Quality Preschool programs in partnership with MRC.

C. JOINT RESPONSIBILITIES

In partnering in implementing the tasks and activities described in the State's Preschool Development Grants--Expansion Grant application, MDE and the Subgrantee will:

- a. Implement the State Plan consistent with the description of the roles and responsibilities outlined in the State's application and in the Scope of Work;
- b. Appoint a key contact person for the Preschool Development Grants--Expansion Grant;

- c. Work to employ the Science of Implementation Frameworks to ensure sustainability and continuous improvement through the grant period
- d. Key contacts from MDE and the Subgrantee will participate in weekly planning meetings during the 9-month planning period and meet at least monthly during the grant implementation period to maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure;
- e. Work together to determine appropriate timelines for project updates and status reports throughout the grant period;
- f. Negotiate in good faith toward achieving the overall goals of the State's Preschool Development Grants - Expansion Grant, including when the State Plan requires modifications that affect the Subgrantee, or when the Subgrantee's Scope of Work requires modifications;
- g. Devise plans to sustain High-Quality Preschool programs after the grant period, including any non-Federal support that the State or Subgrantees plan to contribute; and
- h. Coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development.

V. Guiding Principles

The following principles will guide the development of this Memorandum of Agreement between the Minnesota Department of Education and the Subgrantee:

- a. We will coordinate, but not supplant, the delivery of High-Quality Preschool programs funded under this grant with existing services for eligible 4 year old children including, if applicable, programs and services supported through Title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act.
- b. We will create and maintain a meaningful partnership that promotes school readiness and achievement from preschool onward through the provision of comprehensive services to promote educational success.
- c. We will plan and implement strategies based on best practice and research that have proven to support children's school readiness.
- d. We will respect the uniqueness of each program's needs and resources.
- e. We will share commitment, cooperation, and collaboration for an integrated and aligned system from preschool to third grade and beyond.

VI. Duration of Agreement

This agreement will be in effect throughout the duration of the funded project with United States Department of Education and Department of Health and Human Services, which is scheduled to end December 31, 2018.

VII. Signatures

Each program, by the signature below of its authorized representative, hereby acknowledges that he/she has read this agreement, understands it and agrees to be bound by its terms.

This agreement is executed on behalf of the Subgrantee and the Minnesota Department of Education

Signature

Date

Printed Name

Title

Lisa Weber

9/26/14

Authorized Signature Subgrantee

Lisa Weber

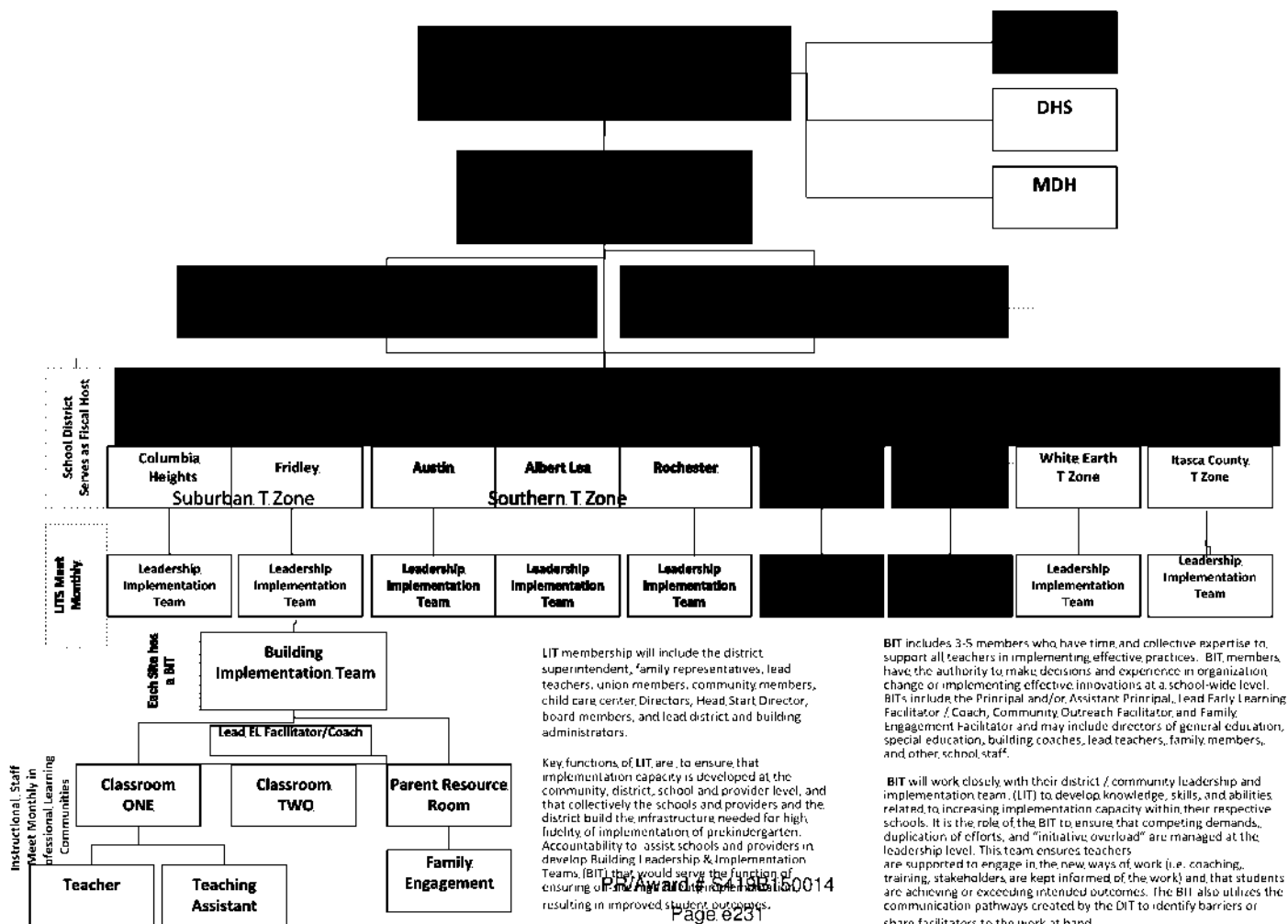
Date

Printed Name

Superintendent

Title

16- Insert Table D4.



LIT membership will include the district superintendent, family representatives, lead teachers, union members, community members, child care center, Directors, Head Start Director, board members, and lead district and building administrators.

Key functions of LIT are: to ensure that implementation capacity is developed at the community, district, school and provider level, and that collectively the schools and providers and the district build the infrastructure needed for high fidelity of implementation of prekindergarten. Accountability to assist schools and providers in develop Building Leadership & Implementation Teams (BLIT) that would serve the function of ensuring of high fidelity of implementation resulting in improved student outcomes.

BIT includes 3-5 members who have time and collective expertise to support all teachers in implementing effective practices. BIT members have the authority to make decisions and experience in organization change or implementing effective innovations at a school-wide level. BITs include the Principal and/or Assistant Principal, Lead Early Learning Facilitator / Coach, Community Outreach Facilitator, and Family Engagement Facilitator and may include directors of general education, special education, building coaches, lead teachers, family members, and other school staff.

BIT will work closely with their district / community leadership and implementation team (LIT) to develop knowledge, skills, and abilities related to increasing implementation capacity within their respective schools. It is the role of the BIT to ensure that competing demands, duplication of efforts, and "initiative overload" are managed at the leadership level. This team ensures teachers are supported to engage in the new ways of work (i.e. coaching, training, stakeholders are kept informed of the work) and that students are achieving or exceeding intended outcomes. The BIT also utilizes the communication pathways created by the DIT to identify barriers or share facilitators to the work at hand.

Attachment 18 State Implementation Team

Minnesota Preschool Expansion Plan

Bobbie Burnham, Director of MDE's Division of Early Learning Services Division will serve as the Preschool Development Grant Program Lead and provide overall project management and coordination with other state agencies and partners. She will manage the activities of the State Implementation Team, which is responsible for the implementation of the Preschool Expansion Plan and the achievement of stated goals.

The Statewide Implementation Team also includes the following. Although they are presented individually, this is a team effort; the following individuals will collaborate on the project as they have done in the preparation of this grant. All team members except Deb Swenson-Klatt and Megan Waltz are MDE employees.

Deb Swenson-Klatt, Director of Child Development Services, Minnesota Department of Human Services, serves as the state's TQRIS, Parent Aware, project manager and will ensure coordination between Parent Aware and the services of Childcare Aware.

Megan Waltz, State 0-3 Policy Advisor, Minnesota Department of Health will coordinate efforts and alignment to the state's 0-3 Plan in each Transformation Zone.

Lisa Barnidge, State Early Learning Scholarship Program Lead will provide leadership and facilitation to the Transformation Zones as they work to blend the state's Early Learning Scholarship Model as well as other funding sources, with the PDG to ensure greater access and higher quality.

Lisa Backer, State Early Childhood Special Education Program Lead and her team will provide guidance to the Transformation Zones on ensuing children with disabilities are being served in inclusive settings.

Megan Cox, State P-3 Comprehensive Assessment System Lead will provide coaching to each Transformation Zone on the implementation of the state's KEA and as they build their portfolio of assessments through third grade. Megan and other MDE team members will also work with the Transformation Zones to ensure they use the data gleaned from the assessments to inform instruction and professional development needs.

Eileen Nelson, State PreK-3 Coordination and Policy Lead will work with the Transformation Zones as they develop their 4-year plans so that they consider local policy and funding structures that could support the alignment of curriculum, assessments and instruction along the P-3 learning continuum.

Mike Brown, State Early Childhood Family Education Program Lead will coordinate the implementation of ECFE in support of this program and facilitate the ECFE *Community Needs Assessment* process in each Zone.

Anita Larsen, State Early Childhood Longitudinal Data System Program Lead will oversee the launch of the ECLDS in 2015 and its continued build-out through the grant period.

Debbie Hewitt, State Early Education Workforce Development Lead will work with the Transformation Zones on the best strategies to increase the capacity of their local early childhood workforce which may include facilitating partnerships with higher education institutions as well as securing alternative pathway options.

Jeanne Dickhausen, State Head Start Collaboration Director works with LEAs throughout the state to ensure positive collaborations between Head Start agencies and other early learning providers.

Debbykay Peterson, State Full-day Kindergarten Program Lead will work with the Transformation Zones to ensure plans that foster positive transitions for children and their families between preschool and kindergarten.

Arthur Reynolds, Professor, Ph.D., Human Capital Research Collaborative, Humphrey School of Public Affairs, Midwest Child-Parent Center Expansion is a partner to this grant proposal and the Preschool Expansion Plan who will advise on CPC's implementation in the state and provide Access to CPC professional development modules for teachers, aides, and parent liaisons, full use of CPC implementation tools and technical assistance for the duration of the project, and coaching and consultation led by Dr. Reynolds on implementation fidelity and evaluation.

BOBBIE BURNHAM

(b)(6)

SUMMARY OF

QUALIFICATIONS: Twenty-nine years of experience in education as a teacher, school administrator, coach and staff developer. Expertise includes organizational management, community relations, the design, implementation and facilitation of district-wide early education reform and job-embedded professional learning. Recognized for the ability to creatively problem-solve, build cohesive teams, and develop solid relations with staff and community.

EDUCATION:

2008-2009	The University of Minnesota <i>College of Education and Human Development</i> <i>Department of Educational Policy and Administration</i> <ul style="list-style-type: none">• Certificate in Professional Development	Minneapolis, MN
2003-2007	The University of Minnesota <i>College of Education and Human Development</i> <i>Department of Curriculum and Instruction</i> <ul style="list-style-type: none">• Master of Education: Literacy Education	Minneapolis, MN
2003-2005	The University of Minnesota <i>College of Education and Human Development</i> <i>Leadership in K-12 Reading</i> <ul style="list-style-type: none">• K-12 Reading Specialist Licensure	Minneapolis, MN
1980-1985	The University of Nebraska <i>College of Education</i> <ul style="list-style-type: none">• Bachelor of Science: Elementary Education and Physical Education	Lincoln, NE

PROFESSIONAL EXPERIENCE:

2014-present	Minnesota Department of Education <i>Director, Division of Early Learning Services</i> <ul style="list-style-type: none">• Oversee the day-to-day operations and supervision of the Division of Early Learning Services housed at the Department of Education.• Supervise all programs, initiatives and staff housed within the division including Race to the Top Early Learning Challenge Grant, Head Start, School Readiness, PreK-3rd Framework, and Early Childhood Special Education.	
2012-2014	Minnesota Department of Education <i>Deputy Director, Office of Early Learning (Departments of Education, Health & Human Services)</i> <ul style="list-style-type: none">• Provide cross-agency coordination for the planning, implementation, and evaluation for programs (including Race to the Top Early Learning Challenge Grant, Head Start, School Readiness, PreK-3rd Grade Systems for Success, and Early Childhood Special Education) and policies housed within the Office of Early Learning and the Division of Early Learning Services at Minnesota Department of Education.	
2011-2012	Minnesota Department of Education <i>Program Manager</i> <ul style="list-style-type: none">• Co-Coordinator for <i>Minnesota's Common Principles of Effective Practice</i>. Planned for the development of the department's implementation infrastructure and technical assistance for supporting districts with the scaling-up of evidence based practices/initiatives by:<ul style="list-style-type: none">○ designing purposeful, multi-level communication protocols to promote problem-solving and cross-agency alignment and collaboration○ providing leadership and facilitation in development of cross-functional teams within the department to successfully implement elements of the Governor and Commissioner's 7-point Plan for School Excellence.	

- Coordinated the development of the Minnesota *PreK-3rd Grade System for Success*. A framework for planning, implementing and evaluating an aligned Prekindergarten through third grade system, both at the state and local level.
- Participated on the state team who wrote and received the NCLB Waiver.
- Participated on the Principal and Teacher Evaluation Task Force.

2009-2011

Minnesota Department of Education

Education Specialist

- Coordinator for *Striving Readers Comprehensive Birth-Grade 12 Literacy Program*. Coordinated the development, design and implementation of a B-12 statewide literacy reform effort including the development and implementation of the Minnesota B-12 State Literacy Plan, monthly networking / training sessions for teachers, principals and coaches, quarterly District / Community Leadership and Implementation Team meetings, bi-monthly PLC content, and quarterly data meetings. Managed and coordinated efforts of the State Literacy Team and Advisory Council. Developed and nurtured partnerships with other state agencies and external stakeholders whose work relates to literacy achievement.
- Coordinator for *Minnesota Reading First Statewide Model for Scaling Up K-3 Reading Instruction*. Planned for and implemented a K-3 literacy reform effort including monthly coaches training, quarterly District Leadership Team meetings, bi-monthly PLC content and quarterly data meetings and program evaluation
- Advisory Board Member for *Leadership in Reading Network*

2008-2009

The University of Minnesota

Center for Reading Research

Reading Specialist

- Planned and facilitated professional development sessions on *Tested Techniques for Coaching: Fostering Self-Reflection That Leads To Change in Reading Instruction and Providing Effective Reading Instruction: A Recent Review of Research and the Translation of Research into Practice*
- Provided onsite consultation and coaching to *Reading First* elementary schools in the areas of effective reading instruction, use of data and differentiated instruction

2002-2008

The University of Minnesota

Center for Reading Research

***Minnesota Reading First Coordinator* (2003 – 2008)**

***State Reading Academy Coordinator* (2006 – 2008)**

- Assisted schools in implementing Scientifically Based Reading Research
- Facilitated school based professional development and study groups
- Conducted classroom observations and school visits
- Modeled researched-based practices in classrooms
- Assisted schools in interpreting data and end-of-year school report
- Presented research-based practices at Professional Development Institutes
- Performed data analysis
- Coordinated *Minnesota State Reading Academy* activities including teacher and literacy coach training, quarterly Leadership Team meetings and consultant visits

***Reading Consultant* (2003-2008)**

Minnesota Reading First / State Reading Academy

- Provided guidance to school administrations and leadership teams statewide
- Conducted classroom observations and feedback sessions with teachers
- Modeled reading lessons in classrooms and assisted with study groups

***Minnesota Reading Excellence Act and Reading First External Facilitator* (2002 – 2004)**

- Facilitated building level professional development and study groups
- Observed classrooms during reading instruction and modeled research-based practices
- Assisted teachers with interpreting classroom observation data
- Served on school-level leadership teams
- Analyzed grant related artifacts
- Mentored new Reading First facilitators

1998-2000

TesseracT School Eagan, MN

Executive Director

- Managed annual budget Award # S419B150014
- Hired, supervised and evaluated 50 staff members

- Spearheaded the development of a School / Community Outreach program
- Planned and implemented staff development for PreK – 8th grade
- Supervised curriculum implementation for PreK – 8th grade
- Managed the before and after school extended care program for PreK-8th grade
- Designed and facilitated enrichment programs for PreK – 8th grade
- Planned and implemented Summer School programs for PreK-8th grade
- Facilitated the process for achieving *North Central Association Accreditation* for Grades K-8
- Facilitated the renewal process for accreditation from the *National Association for the Education of Young Children for Preschool*

Assistant Executive Director (July 1998 to September 1998)

- Responsible for daily operations of the Preschool and Kindergarten programs
- Hired, supervised, and evaluated 22 staff members
- Maintained the State of Minnesota Licensing requirements
- Planned and implemented Summer School programs

TEACHING EXPERIENCE:

1992-1998

TesseracT School Eagan, MN

Kindergarten Teacher 1992 -1998

- Mentor teacher in team taught full-day Kindergarten classroom
- Kindergarten Team Leader: supervised four Kindergarten teachers, directed weekly planning sessions; performed administrative and mentoring duties, designed and implemented in-service sessions
- Created individualized program goals within prescribed curriculum for each student; recorded quarterly observations and composed detailed Student Progress Reports

1989-1990

Kindergarten Teacher

- Torah Academy St. Louis Park, MN

1985-1988

Kindergarten Teacher

- Murdock Consolidated School Murdock, NE

PRESENTATIONS:

2004-2009

The University of Minnesota Center for Reading Research

Reading First Professional Development Program

- **National Presentations:**
 - *Reflective Coaching Conversations*, International Reading Association, Minneapolis, MN
 - *Skillful Peer Coaching*, International Reading Association, Atlanta, GA
- **Minnesota Reading First Presentations:**
 - *Elements of an Engaging Kindergarten Classroom*
 - *Sustainability*
 - *The Reading First School Change Process*
 - *Effective Leadership*
 - *Designing the Kindergarten Literacy Block*
 - *Digging Deeper in Study Groups*
 - *Comprehension Instruction: Meeting the Needs of All Learners*
 - *Vocabulary and Comprehension Instruction*
 - *Phonemic Awareness and Emergent Literacy K-1*
 - *Advanced Video Sharing Protocol/Effective Instruction Kindergarten*
 - *Comprehension Strategy Instruction K-3*
 - *Peer Coaching Conversations*
 - *Making Good Instructional Choices*
 - *Skills verses Strategy Instruction*
 - *Time Spent on Reading, Delivery Models, Reading verses Language Arts*
 - *The School Change Process*
 - *Building Effective Study Groups*

PUBLICATIONS:

Peterson, D.S., Taylor, B.M., Burnham, B., & Schock, R. (2009). Reflective Coaching Conversations: A Missing Piece. *The Reading Teacher*. 52(6), 500-509.

Vita
ARTHUR J. REYNOLDS

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St. Paul, MN 55116
Ph. 651-698-4654
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Current Appointments

- 2006-..... Professor of Child Development, Institute of Child Development, University of Minnesota, Minneapolis, MN.
- 2006-..... Co-Director, Human Capital Research Collaborative, University of Minnesota and Federal Reserve Bank of Minneapolis.
- 2006-..... Fellow, Center for Early Education and Development, University of Minnesota.
- 1995-..... Affiliate, Institute for Research on Poverty and Waisman Center, University of Wisconsin at Madison.

Previous Appointments

- 1997-2007..... Professor, School of Social Work, Department of Child & Family Studies, and Educational Psychology, University of Wisconsin at Madison.
- 1995-2007..... Investigator, Waisman Center, University of Wisconsin at Madison.
- 1995-1997..... Assistant and Associate Professor, School of Social Work and Department of Child & Family Studies, University of Wisconsin at Madison.
- 1992-1995..... Assistant Professor, Department of Human Development and Family Studies, The Pennsylvania State University, University Park, PA.
- 1991-1992 Postdoctoral Fellow in Prevention Research, Department of Psychology, Yale University, New Haven, CT.
- 1991-1992 Affiliate, Bush Center in Child Development and Social Policy, Yale University, New Haven, CT.
- 1989-1991 Postdoctoral Fellow and Research Associate, Social Science Research Institute, Northern Illinois University, DeKalb, IL.
- 1985-1989..... Evaluation Researcher, Department of Research and Evaluation, Chicago Board of Education, Chicago, IL.
- 1984-1985..... Research Analyst, Department of Education, University of Chicago, IL.

1984 (Summer)..... Evaluation Intern, Arthur Andersen & Company, St. Charles, IL.

Education

1989 Ph.D. in Public Policy Analysis (Primary area: Education), University of Illinois at Chicago, IL. .

1985 M.A. in Psychology, University of Virginia, Charlottesville, VA.

1982..... B.S. in Psychology, Michigan State University, East Lansing, MI. .

Honors and Awards

Vilas Associate Award, Graduate School, University of Wisconsin-Madison, 2004-2006.

Article of the Year, Wisconsin Public Health and Health Policy Institute, 2001.

Honorable Mention, Frontiers of Research at the Intersection of Families and Communities, National Research Council, Board of Children, Youth, and Families, 1998.

Distinguished Alumni Award, University of Illinois at Chicago, College of Education, 1997.

Outstanding Dissertation Award, Board of Ethnic Minority Affairs, American Psychological Association, 1990.

Outstanding Dissertation Award, Early Education and Child Development Interest Group, American Educational Research Association, 1990.

Books

Reynolds, A. J., Rolnick, A. J., & Temple, J. A. (Eds.). (2014). *Health and education in early childhood: Predictors, interventions, and policies*. New York: Cambridge University Press.

Reynolds, A. J. (2012). *Success in early intervention: The Chicago Child-Parent Centers*. Lincoln: University of Nebraska Press (Reprinted from 2000).

Reynolds, A. J., Rolnick, A. J., Englund, M., & Temple, J. (Eds.). (2010). *Childhood programs and practices in the first decade: A human capital integration*. New York: Cambridge University Press.

Walberg, H. J., & Reynolds, A. J. (Eds.). (2004). *Can unlike students learn together? Grade retention, tracking, and grouping*. Washington, DC: CWLA Press.

Reynolds, A. J., Wang, M., & Walberg, H. (Eds.). (2003). *Early childhood programs for a new century*. Washington: CWLA Press.

Reynolds, A. J. (2000). *Success in early intervention: The Chicago Child-Parent Centers*. Lincoln: University of Nebraska Press.

Reynolds, A. J., Walberg, H. J., & Weissberg, R. P. (Eds.). (1999). *Promoting positive outcomes*. Washington: CWLA Press.

Reynolds, A. J., & Walberg, H. J. (Eds.). (1993). *Evaluation research for educational productivity*. Greenwich, CT: JAI Press.

Reynolds, A. J. (1989). *Early schooling of children at risk*. Unpublished doctoral dissertation. Chicago: University of Illinois.

Journal Publications

Arteaga, I., Humpage, S., Reynolds, A. J., & Temple, J. A. (In press). One Year of Preschool or Two—Is It Important for Adult Outcomes? Results from the Chicago Longitudinal Study of the Child-Parent Centers, *Economics of Education Review*.

Ou, S. & Reynolds, A. J. (In press). Early Determinants of Postsecondary Education Participation and Degree attainment: Findings from an Inner-City Minority Cohort. *Education and Urban Society*.

Hayakawa, C. M., Englund, M. M., Warner-Richter, M., & Reynolds, A. J. (2013). Early parent involvement and student achievement: A longitudinal path analysis. *NHSA Dialog: A Research-to-Practice Journal for the Early Childhood Field*, 16(1), 103-126.

Herbers, J. E., Reynolds, A. J., & Chen, C. (2013). School mobility and developmental outcomes in young adulthood. *Development and Psychopathology*, 25, 501-515.

Mersky, J. P., Topitzes, J., & Reynolds, A. J. (2013). Impacts of adverse childhood experiences on health, mental health, and substance use in early adulthood: A cohort study of an urban, minority sample in the U.S. *Child Abuse & Neglect*, 37 (11), 917-925.

Ou, S. & Reynolds, A. J. (2013). Timing of first childbirth and young women's postsecondary education in an inner-city minority cohort. *Urban Education*, 48(2), 289-313.

Topitzes, J., Mersky, J. P., Dezen, K. A., & Reynolds, A. J. (2013). Adult resilience among maltreated children: A prospective investigation of main effect and mediating models. *Children and Youth Services Review*, 35 (6), 937-949.

Mersky, J. P., Topitzes, J., & Reynolds, A. J. (2012). Unsafe at any age: Linking childhood and adolescent maltreatment to delinquency and crime. *Journal of Research in Crime and Delinquency*, 49, 295-318.

Topitzes, J., Mersky, J. P., & Reynolds, A. J. (2012). From child maltreatment to violent offending: An examination of mixed-gender and gender-specific models. *Journal of Interpersonal Violence*, 27, 2322-2347.

Mersky, J. P., Topitzes, J., & Reynolds, A. J. (2011). Maltreatment prevention through early childhood intervention: A confirmatory evaluation of the Chicago Child-Parent Center preschool program. *Children and Youth Services Review*, 33, 1454-1463.

Reynolds, A. J., Temple, J. A., Ou, S., Arteaga, I. A. & White, B. (2011). School-Based Early Childhood Education and Age-28 Well-Being: Effects by Timing, Dosage, and Subgroups. *Science* 333, 360-364, 15 July 2011 DOI: [10.1126/science.1203618](https://doi.org/10.1126/science.1203618).

Reynolds, A. J., Temple, J. A., White, B., Ou, S. & Robertson, D. L. (2011). Age-26 cost-benefit analysis of the Child-Parent Center early education program. *Child Development*, 82(1), 379-404.

Minnesota Preschool Expansion Plan Timeline, 2015-2018

2015	Benchmarks	Stage of Implementation
January	Contract Launch; Start of State Leadership Meetings and Leadership Implementation Team Meetings	
January	MDE selects and trains PDG State Leadership Team	
January	Provide Official Award Notification Letters to LEAs	
January	Monthly meetings begin - State Leadership Team (SLT), LEA/Community Leadership Implementation Team (LIT), Building Implementation Team (BIT). Focus: Developing Local PreK Expansion Plan and Scope of Work; Introduction to the Science of Implementation Frameworks; Role and function of Leadership Teams	
January	Launch of Two New Transformation Zones: Suburban and South	
January	Recruit and secure early learning partner/providers and ensure they are in Parent Aware (TQRIS)	
February	Prep for Tzones: ID fiscal agent, leadership, structure of consortia & how going to operate	
February	Select sites and create Building Implementation Teams	
February	Monthly meetings - State Leadership Team, Leadership Implementation Team, Building Implementation Team. Focus: Determine strategies for building workforce capacity; Intro to PDG PreK Implementation Toolkit; analyze current system/practices to determine necessary changes in infrastructure, training, technical assistance and coaching	
February	Each LEA completes a Needs Assessment and determines the model that best aligns with district beliefs, available fiscal and human resources and meets State PreK Standards	
March	Finalize PDG Implementation Plan and Scope of Work	
March	Monthly meetings - State Leadership Team, Leadership Implementation Team, Building Implementation Team. Focus: Staffing and Resource Needs; strategies for coordinating federal and state funding streams to more fully support expansion efforts; ground high-quality preK in a continuum of comprehensive services in coordination with partners; determine structures and mechanisms for ongoing stakeholder input	
April	Quarterly Transformation Zone Meeting. Focus: Sharing Implementation Plans and Strategies;	
April	share strategies for developing communication plan for community-wide buy-in	
April	Monthly meetings - State Leadership Team, Leadership Implementation Team, Building Implementation Team. Focus: Final PreK Expansion Implementation Plan & Scope of Work	
May		
May	Monthly meetings - State Leadership Team, Leadership Implementation Team, Building Implementation Team: Focus: Joint Professional Development Calendar is determined amongst all providers	
June	Marketing & Outreach for Preschool Enrollment Begins	
June	LIT and BIT secure data systems meet requirements, and determine evaluation and monitor plans	

June	Monthly meetings - State Leadership Team, Leadership Implementation Team, Building Implementation Team. Focus: PreK Expansion Communication and Messaging; Share strategies for outreach to hard-to-reach families (e.g. combine outreach with Home Visits, CCAP, TANF)	
July	Monthly meetings - State Leadership Team, Leadership Implementation Team, Building Implementation Team. Focus: System Alignment: Share strategies to support parent's navigation of policies and practices across agencies	
August	Quarterly Transformation Zone Meeting. Focus: Session I of P-3 Leadership Institute	
August	State and TA providers train and coach BIT personnel	
August	CPC Teacher / Leadership Institute. Module #1: Fostering Children's Thinking	
August	WIDA Training for Year 1	
August	Monthly meetings - State Leadership Team, Leadership Implementation Team, Building Implementation Team. Focus: P-3 Comprehensive Assessment System and supporting Data Driven Decision Making at all levels; Plan-Do-Study-Act Cycle of Continuous Improvement	
September	High Quality Preschool Begins. Year #1. Cohort I enters PreK	Initial
September	Universal Kindergarten Entrance Assessment Begins	Initial
September	CPC Support: Curriculum Alignment Planning and Parent Involvement Plan; Teacher Survey (Fall and	Initial
September	Monthly meetings - State Leadership Team, Leadership Implementation Team, Building Implementation Team. Focus: Implementation Fidelity - Use of Monitoring Tools;	Initial
October		Initial
October	Monthly meetings - State Leadership Team, Leadership Implementation Team, Building Implementation Team. Focus: Use of feedback loops and improvement cycles (Plan-Do-Study-Act to adjust organizational supports; SLT, LIT and BIT use assessment data on a monthly basis	Initial
November		Initial
November	Monthly meetings - State Leadership Team, Leadership Implementation Team, Building Implementation Team. Focus: Use of feedback loops and improvement cycles to adjust organizational supports	Initial
November	CPC Teacher / Leadership Institute. Module #2: Fostering Children's Thinking-The Power of Representation	Initial
December	Quarterly Transformation Zone Meeting. Focus: Session II P-3 Leadership Institute	Initial
December	Monthly meetings - State Leadership Team, Leadership Implementation Team, Building Implementation Team. Focus: LIT and BIT evaluate fidelity of implementation and emerging outcomes	Initial
December	Work with early adopting districts to develop their local course index listing all their course offerings	Initial
December	Ensure that most student information software systems used in the state are represented.	Initial

December	Work with the early majority of districts reporting in the system in coordinating the data submissions on local course indexes, children, calendars and staff.	Initial
2016	Benchmarks	Stage of Implementation
January	CPC Teacher / Leadership Institute Module #3:Fostering Children's Thinking - Part II	Initial
January	Monthly meetings - State Leadership Team, Leadership Implementation Team, Building Implementation Team. Focus: Scaling RTT - ELC Achievements (EC-LDS, Core Competency Framework, Standards, and Progression of Credentials	Initial
February	Monthly meetings - State Leadership Team, Leadership Implementation Team, Building Implementation Team. Focus: Use of feedback loops and improvement cycles to adjust organizational supports	Initial
March	Quarterly Transformation Zone Meeting. Focus: Session III P-3 Leadership Institute	Initial
March	Monthly meetings - State Leadership Team, Leadership Implementation Team, Building Implementation Team. Focus: LIT and BIT evaluate fidelity of implementation and emerging outcomes	Initial
April	Ensure RTT activities are fully integrated with PDG activities. Including integration of data into EC-LDS, workforce development/PD Standards, alignment and use of P-3 standards and assessments	Initial
April	CPC Teacher / Leadership Institute Module #4: Continuity and Transition from PreK to K	Initial
April	Monthly meetings - State Leadership Team, Leadership Implementation Team, Building Implementation Team	Initial
May	Monthly meetings - State Leadership Team, Leadership Implementation Team, Building Implementation Team	Initial
June	Quarterly Transformation Zone Meeting. Focus: Session IV P-3 Leadership Institute	Initial
June	Monthly meetings - State Leadership Team, Leadership Implementation Team, Building Implementation Team	Initial
July	Monthly meetings - State Leadership Team, Leadership Implementation Team, Building Implementation Team	Initial
August	CPC PreK/Kindergarten Module #1: Learning in Action: The Language of Writing and Math and Science	Initial
August	WIDA Training Year 2	Initial
August	Monthly meetings - State Leadership Team, Leadership Implementation Team, Building Implementation Team	Initial
September	High Quality Preschool Begins Year #2 Cohort I enters Kindergarten	Initial
	Quarterly Transformation Zone Meeting	Initial
	Monthly meetings - State Leadership Team, Leadership Implementation Team, Building Implementation Team	Initial

October	Monthly meetings - State Leadership Team, Leadership Implementation Team, Building Implementation Team. Focus: Sharing successes and challenges from Year #1; communicating with stakeholders	Initial
November		Initial
November	CPC PreK/Kindergarten Module #2: Learning in Action: The Power of Inquiry	
November	Monthly meetings - State Leadership Team, Leadership Implementation Team, Building Implementation Team. Focus: Use of feedback loops and improvement cycles to adjust organizational supports	Initial
December	RTT ends - Deliverables to be aligned or incorporated to our work:	Initial
December	Parent Aware to reflect State Program Standards for High Quality Preschool	Initial
December	Quarterly Transformation Zone Meeting	Initial
December	Monthly meetings - State Leadership Team, Leadership Implementation Team, Building Implementation Team. Focus: LIT and BIT evaluate fidelity of implementation and emerging outcomes	Initial
December	Work with late adopting districts reporting into the system.	Initial
December	Begin writing reports for use by districts based on district requests and state level policy needs in line with the Preschool to Grade 3 alignment	Initial
2017	Benchmarks	Stage of
January	Monthly meetings - State Leadership Team, Leadership Implementation Team, Building Implementation Team	Initial
February	Monthly meetings - State Leadership Team, Leadership Implementation Team, Building Implementation Team. Focus: Use of feedback loops and improvement cycles to adjust organizational supports	Initial
March	Quarterly Transformation Zone Meeting	Initial
March	Monthly meetings - State Leadership Team, Leadership Implementation Team, Building Implementation Team. Focus: LIT and BIT evaluate fidelity of implementation and emerging outcomes	Initial
April	Monthly meetings - State Leadership Team, Leadership Implementation Team, Building Implementation Team	Initial
May	Monthly meetings - State Leadership Team, Leadership Implementation Team, Building Implementation Team	Initial
June	Quarterly Transformation Zone Meeting	Initial
June	Monthly meetings - State Leadership Team, Leadership Implementation Team, Building Implementation Team	Initial
July	Monthly meetings - State Leadership Team, Leadership Implementation Team, Building Implementation Team	Initial
August	WIDA Training Year 3	Initial

August	Monthly meetings - State Leadership Team, Leadership Implementation Team, Building Implementation Team. Focus: SLT, LIT and BIT ensure data systems, policies, procedures and funding are integrated and functioning	Full
September	High Quality Preschool Begins Year # 3 Cohort I enters First Grade	Full
September	Quarterly Transformation Zone Meeting	Full
September	Monthly meetings - State Leadership Team, Leadership Implementation Team, Building Implementation Team	Full
October	Monthly meetings - State Leadership Team, Leadership Implementation Team, Building Implementation Team. Focus: Sharing successes and challenges from Year #2; communicating with stakeholders Year 1 and 2 outcomes and plans for expansion and sustainability	Full
November	Monthly meetings - State Leadership Team, Leadership Implementation Team, Building Implementation Team. Focus: Use of feedback loops and improvement cycles to adjust organizational supports	Full
December	Quarterly Transformation Zone Meeting	Full
December	Monthly meetings - State Leadership Team, Leadership Implementation Team, Building Implementation Team. Focus: LIT and BIT evaluate fidelity of implementation and emerging outcomes	Full
School Year	Adjust reports as necessary based on feedback from LEAs and state-level policy.	Full
School Year	Begin statewide reporting for districts and trend analysis	Full
2018	Benchmarks	Stage of
January	Monthly meetings - State Leadership Team, Leadership Implementation Team, Building Implementation Team. Focus: Establishing mechanisms for sustainability of current sites and selecting new sites for expansion	Full
February	Monthly meetings - State Leadership Team, Leadership Implementation Team, Building Implementation Team. Focus: Use of feedback loops and improvement cycles to adjust organizational supports	Full
March	Quarterly Transformation Zone Meeting	Full
March	Monthly meetings - State Leadership Team, Leadership Implementation Team, Building Implementation Team. Focus: LIT and BIT evaluate fidelity of implementation and emerging outcomes	Full
April	Monthly meetings - State Leadership Team, Leadership Implementation Team, Building Implementation Team. Focus: New sites begin planning for implementation process	Full
May	Monthly meetings - State Leadership Team, Leadership Implementation Team, Building Implementation Team	Full
June	Quarterly Transformation Zone Meeting. Focus: TZs share sustainability and expansion plans	Full
June	Monthly meetings - State Leadership Team, Leadership Implementation Team, Building Implementation Team	Full

July	Monthly meetings - State Leadership Team, Leadership Implementation Team, Building Implementation Team	Full
August	Monthly meetings - State Leadership Team, Leadership Implementation Team, Building Implementation Team	Full
September	High Quality Preschool Begins . Year #4. Cohort I enters Second Grade	Full
September	Quarterly Transformation Zone Meeting	Full
September	Monthly meetings - State Leadership Team, Leadership Implementation Team, Building Implementation Team	Full
October	Monthly meetings - State Leadership Team, Leadership Implementation Team, Building Implementation Team. Focus: Sharing successes and challenges from Year #1; communicating with stakeholders; communicating with stakeholders outcomes from Year 1-2-3	Full
November	Monthly meetings - State Leadership Team, Leadership Implementation Team, Building Implementation Team. Focus: Use of feedback loops and improvement cycles to adjust organizational supports	Full
December	Preschool Development Grant - Expansion Grant Terminates	Full
December	Monthly meetings - State Leadership Team, Leadership Implementation Team, Building Implementation Team	Full

I. ECFE STRUCTURE AND FOCUS

1. Reestablish Parent Education as the Foundation of ECFE

GUIDING PRINCIPLES

- Learning about parenting is a universal need.
- Parents and caregivers need knowledge, skills and support to effectively raise children.
- Parents seek information about parenting from friends, family, neighbors, books, experts, medical providers, etc.
- Parents of young children, regardless of life circumstance, can benefit from education and support in their role as parents.
- Schools are more effective in educating children when parents/families are involved and engaged.
- If parents are involved in their children's early education and development, they are more likely to continue their involvement in subsequent years.

STRATEGIES

- ☐ Stress to programs the purpose of ECFE: "The purpose of the early childhood family education program is to provide parenting education to support children's learning and development" (Minnesota Statutes, section 124D.13, subdivision 1).
- ☐ Define and create common understandings on core definitions like parent education, family education, family engagement, family involvement, etc.
- ☐ Identify and work with programs and organizations that provide parent and family education.
- ☐ Reestablish the Parent Education Institute in order to provide relevant, high-quality professional development.

2. Establish ECFE as the Central Program in P-3 Systems

ECFE is uniquely positioned because it is a dual-generation program that works with families in a variety of contexts. Since ECFE works with and builds relationships with families (sometimes before birth), parent educators are able to work with families over a number of years through a number of transitions.

GUIDING PRINCIPLES

- Early childhood programs are often parents and families' first experience with the school district.
- ECFE focuses on building and sustaining positive relationships with children, parents and families.
- Trust is built when children and families have positive, rewarding experiences in early childhood programs.
- Learning opportunities and experiences are maximized when they occur in aligned, coherent systems.
- Family engagement over the lifespan is an essential element to a child's growth, development and success in life.
- Parents and families experience changes, new developmental tasks and new responsibilities throughout time.

STRATEGIES

- ☐ Provide guidance on how ECFE fits into the broader picture, not only within Community Education and K-12 but also within state and community.
- ☐ Ensure ECFE plays a significant role with family engagement and involvement efforts.
- ☐ Provide guidance on the parent education transition program legislation.
- ☐ Encourage programming that involves parents and families through time.
- ☐ Examine alignment between ECFE and teacher preparation programs.
- ☐ Include information about ECFE's potential role in the World's Best Work Force legislation.

3. Position ECFE as a Hub for Early Learning and Family Services, Connecting Schools and Communities

ECFE is 40 years old and is a part of almost every school district in Minnesota. Importantly, this means that an infrastructure currently exists.

GUIDING PRINCIPLES

- The fields of parent and family life education are much larger than ECFE.
- Since many programs, organizations and occupations provide some type of parenting education, ECFE should work to collaborate, support and align with others offering parenting education.
- Parenting educators in a school district are in an especially unique role to help meet the challenges of families and education in the 21st Century.
- Since ECFE is a dual-generation program, and a part of the school district and Community Education, it is in a position where it can connect parents and families to other services and resources.

STRATEGIES

- ☐ Expand the meaning of family education to include family systems issues and topics beyond the parent-child dyad.
- ☐ Describe advantages of an expanded role for ECFE.
- ☐ Promote the message that high-quality child care/early childhood education must include parent and family education.
- ☐ Ensure that parent educators have more flexibility to work with:
 - Other school programs (School Readiness, SPED, Title I, etc.).
 - Other providers that work with families (e.g. child care, health care, etc.).
 - Community programs (Head Start, cities, YMCA, etc.).
 - Parents of school-age children (especially important because of alignment and P-3 models)
 - Other learning or educational programs that may benefit parents/families (libraries, workforce, arts, etc.).

4. Improve Coordination of Services, Partnerships and Collaborations

Some programs have highly effective collaborations and partnerships. Models need to be developed, replicated and tailored to other communities.

GUIDING PRINCIPLES

- ECFE programs can improve their programming and services by learning about other programs that serve parents and families.
- Collaborations allow programs to avoid duplicating services and ultimately maximize access to services and options available to parents and families.
- Partnerships/collaborations are needed in order to best meet the comprehensive needs of parents and families.
- Collaborations with community-based programs allow ECFE programs to expand access and increase overall quality of programming and services.

STRATEGIES

- ☐ Define essential terms like: coordination of services, cooperation, collaboration and partnership.
- ☐ Promote collaboration and partnerships to provide services tailored to family needs.
- ☐ Encourage ECFE programs to work with community partners to develop common indicators or measures that demonstrate how families are doing in the community.
- ☐ Create and distribute list of potential partners.
- ☐ Provide guidance on collaboration.
- ☐ As a part of the community needs assessment, recommend that ECFE programs identify services and resources for young children and families in the community.
- ☐ Document and share other promising efforts happening in Minnesota and nationally.
 - Chicago Child-Parent Centers (CPC) model in Minnesota.
 - Head Start's Parent, Family, and Community Engagement Framework (PFCE).
 - The Northside Achievement Zone's (NAZ) Family Academy.
 - Parent University, Boston Public Schools.

5. ECFE Programming Must Be Universal and Targeted

While ECFE is considered a universal program, most programs offer a range of targeted services and classes tailored to specific audiences. For example, ECFE programs have offered targeted services or classes to fathers, incarcerated parents, parents of multiples, divorced parents, grandparents, families of children with special needs, culturally-specific classes, adoptive families, LGBT families, age-specific classes, teen parents, family literacy, etc.

GUIDING PRINCIPLES

- Minnesota's population is more diverse than ever before, which means that parent educators must learn culturally appropriate ways of providing parent and family education.
- ECFE programs must adapt to best meet the needs of parents and families, especially since families, family structures and functions are more diverse than ever before.

STRATEGIES

- ☐ Develop partnerships with people and organizations that represent or serve diverse cultures.
- ☐ Assist programs in developing and conducting community needs assessment.
- ☐ Provide or coordinate professional development opportunities for parent educators.
- ☐ Develop guidance on best/promising practices that includes the recognition and provision of a continuum of aligned programming and services.

II. TEACHER AND ADMINISTRATOR EFFECTIVENESS

6. Identify, Strengthen and Support ECFE Administration and Leadership at Multiple Levels

GUIDING PRINCIPLES

- At every level, from the classroom to the state, the quality of leadership and administration greatly influences the quality of programming and services.

STRATEGIES

6.1 Provide State-Level Communication and Professional Development

- ☐ Engage in ongoing communication with all program coordinators and Community Ed directors.
- ☐ Establish new regional networking groups that align with the Governor's Economic Development Regions and the Centers of Excellence.
- ☐ Provide training and technical support.
 - Continue providing and expand new coordinator trainings.
 - Provide professional development information and in-service opportunities for program and school district staff.

6.2 Increase Program Administration Knowledge, Skills and Expertise

- ☐ Develop standards and guidance for the effective administration of ECFE programs.
- ☐ Provide professional development for administrators.
- ☐ Establish and support administrator mentor program.
- ☐ Discuss creation of Early Childhood administrative license.

6.3 Identify and Disseminate Best/Promising Practices in ECFE Programs

- ☐ Identify the high-quality practices taking place in ECFE programs and disseminate through multiple venues, including professional development, social media and practice updates.
- ☐ Identify expertise at the district level, allowing programs to utilize each other as resources.

6.4 Improve Staff and Program Evaluation

- ☐ Improve statewide data collection (participant and program information) and ongoing evaluation efforts.
 - Ensure that programs are aware of current tools available that offer community-level data that can provide foundational information for program evaluation, needs assessments or crafting grant requests to funders.
- ☐ Create parent and family education evaluation tool for performance reviews and evaluations.
- ☐ Assist programs in utilizing the **Quality Indicators** for program planning and evaluation.

- ☐ Periodically assess program needs for support and identify opportunities for low- or no-cost evaluation capacity building.
- ☐ Align the community needs assessment with the ECFE Program Enhancement Process.
- ☐ Provide program administrators with information to effectively use data to improve their programs.
 - Conducting community needs assessments
 - Tracking involvement and outcomes
 - Evaluating teacher performance

6.5 Strengthen and Support Networks and Relationships among ECFE Programs

- ☐ As part of the department's role with ECFE, re-create and oversee the regional networks, fostering connections among different service providers (e.g. parent education, home visiting, etc).

6.6 Support Enhancement of ECFE Advisory Councils

- ☐ New language to reinforce this in 2014 statutes.
- ☐ Tie to community needs assessment.

6.7 Examine ECFE Funding and Assist Programs with Budgeting

- ☐ Provide guidance and training on budgeting.
- ☐ Support cost study on effective parent and family programming and services tailored to meet the needs of families with high needs.
- ☐ The ECFE coordinator is responsible for developing a budget that is fiscally responsible, supports the program philosophy, and aligns community needs with the use of resources.

7. Recruit a Larger, More Diverse Pool of Parent Educators throughout the State

GUIDING PRINCIPLES

- The diversity of parent educators should reflect the diversity of families in Minnesota.
- Increased diversity of parent educators would result in different abilities, interests, attitudes and values amongst parent educators, thereby building strengths and increasing the capacity and effectiveness of the field as a whole.

STRATEGIES

- ☐ Partner with higher education institutions to address this issue.
- ☐ Provide support to parent education licensure students through completion of program, particularly students from diverse backgrounds and rural areas.
- ☐ Identify loan forgiveness programs and financial aid for parent education licensure.
- ☐ Investigate reasons why more students of color are not pursuing parent education teaching licenses.

III. PROGRAM EFFECTIVENESS

8. Focus on Data-Driven Improvement

GUIDING PRINCIPLES

- At every level, from the classroom to the state, data plays a critical role in program design, evaluation and the improvement process.

STRATEGIES

- ☐ Review what data is collected at the state level.
- ☐ Improve statewide data collection, analysis and reporting.
- ☐ Work with districts to identify gaps and problems with data collection and reporting.
- ☐ Provide guidance on what types of data programs should be collecting.
- ☐ Provide guidance on how data drives program improvement.
- ☐ Work with districts to determine data gathering and reporting for community needs assessment.
 - Population data and analysis.
 - Data that show how children are doing in the community.
 - Data that show how families are doing in the community.

9. Assist Programs with Outreach and Marketing

ECFE programs need to take an active role in defining who they are and what they do. Data and marketing play crucial roles in accessibility.

GUIDING PRINCIPLES

- Programs must focus not just on reaching full attendance, but on reaching a demographic cross-section of the families living in the communities they serve.
- Programming and services should be tailored to those parents and families identified in the community needs assessment.

STRATEGIES

- ☐ Market the value of ECFE to parents, professionals in other parent and family services, the general public, etc.
- ☐ Provide clear, consistent and accurate messages to community leaders and policymakers.
- ☐ Promote understanding of the continuum of needs and intensity and timing of programming.
- ☐ Add description of what ECFE is and is not to avoid inaccurate and inappropriate comparisons to other programs and/or models.
- ☐ Develop a marketing plan that includes the following:
 - Personnel needed
 - Implementation plan
 - Q&A document, Continuum of Services, and Definitions of Parent Engagement, etc.

10. Identify and Design Appropriate Environments and Spaces for Services

With the move to Full-Day Kindergarten, some district early childhood programs have lost space. In some cases, ECFE space is neither adequate nor appropriate.

GUIDING PRINCIPLES

- The physical environment plays a critical role in the learning experience.
- Space is not limited to physical space or to district space. Parent and family education should be delivered in multiple locations, virtually and through various venues and media.
- Districts should carefully and intentionally plan appropriate learning environments and spaces that are accessible, engaging and welcoming, taking into consideration the needs and expectations of parents and families.

STRATEGIES

- ☐ Gather information from parents and families regarding their experiences with early childhood and ECFE spaces/environments.
- ☐ Provide examples of optimal environments for child and family programming.
- ☐ Make programming more accessible to families with children 0-4.
- ☐ Offer programming through multiple means of delivery, including use of technology for reaching more families.

IV. PROGRAM IMPROVEMENTS

11. Enhance Home Visiting as a Parent Education Delivery Strategy in ECFE within the Context of Group Parent Education

GUIDING PRINCIPLES

- Home visiting is an important strategy and/or model for reaching and serving families experiencing multiple stresses.
- Because of advantages like building social capital and social learning, programs should encourage families to make a transition from home visits to site-based or group-based parenting programs.

STRATEGIES

- ☐ Identify strong ECFE home visiting models and programs in Minnesota.
- ☐ Adopt home visiting standards.
- ☐ Provide training and technical assistance on home visiting.
- ☐ Encourage partnerships and collaboration.
- ☐ Add home visiting competencies to the PE and EC licenses so that pre-service programs in higher education will include this in their programs.

12. Define What "At-Risk" Means for Families and Develop Programming/Services to Mitigate Potentially Negative Consequences

GUIDING PRINCIPLES

- Programs must be aware of parent, family, and community risk factors because they precede the manifestation of most child risk factors.
- In addition to child risk factors, ECFE programs must identify and evaluate parent, family and community risk factors. Some risk factors include:
 - A family member on a military deployment
 - A family dealing with mental health issues
 - A family with a parent or child with special needs
 - A family with a member with serious medical issues, acute or chronic
 - A family impacted by substance abuse or addiction
 - A family affected by unemployment or job related stress, or a change in financial status
 - A single-parent family
 - A family where the parents are divorced or going through a divorce.
 - A family member who is incarcerated
 - A family impacted by a natural disaster.
 - A family living in a high crime area
 - Family literacy issues
 - Adolescent parents
 - Family mobility
- Since communities and neighborhoods may also put children and families "at risk" for learning, health and social difficulties, programs should use established, research-based theories and models to ground their programming, services and practice. For example:
 - Ecological theory
 - Family systems theory
 - Family development theory
 - Empowerment models
 - Critical race theories
- ECFE programs must be aware of, and develop programming/services for, families impacted by situations/circumstances that may create vulnerabilities.

STRATEGIES

- ☐ Provide guidance on definitions of risk and examples of risk factors.
- ☐ Provide examples of how ECFE programs can identify risk factors through community needs assessments.
- ☐ Identify promising program components and models (e.g. two generation or dual-generation) and align with educational system.
- ☐ Identify promising practices when working with parents and families with risk factors.
- ☐ Provide professional development to advance the practice of parenting education with diverse families, family structures and family circumstances.

Attachment 22. References

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Copy this form as a separate word document and save as a PDF document and then upload to Grants.gov under Part 5: Other Attachments Form

INDIRECT COST INFORMATION

To request reimbursement for indirect costs, please answer the following questions:

<p>Does the State have an Indirect Cost Rate Agreement approved by the Federal government?</p> <p>YES <input checked="" type="radio"/></p> <p>NO <input type="radio"/></p> <p>If yes to question 1, please provide the following information:</p> <p>Period Covered by the Indirect Cost Rate Agreement (01/31/2014):</p> <p>From: <u>7 / 1 / 2012</u> To: <u>6 / 30 / 2016</u></p> <p>Approving Federal agency: <u> X ED HHS Other</u></p> <p><i>(Please specify agency):</i> _____</p>

Directions for this form:


1. Indicate whether or not the State has an Indirect Cost Rate Agreement that was approved by the Federal government.
2. If "No" is checked, the Departments generally will authorize grantees to use a temporary rate of 10 percent of budgeted salaries and wages subject to the following limitations:
 - (a) The grantee must submit an indirect cost proposal to its cognizant agency within 90 days after the grant award notification is issued; and
 - (b) If after the 90-day period, the grantee has not submitted an indirect cost proposal to its cognizant agency, the grantee may not charge its grant for indirect costs until it has negotiated an indirect cost rate agreement with its cognizant agency.

If "Yes" is checked, indicate the beginning and ending dates covered by the Indirect Cost Rate Agreement. In addition, indicate whether ED, HHS, or another Federal agency (Other) issued the approved agreement. If "Other" was checked, specify the name of the agency that issued the approved agreement.

Copy this form as a separate word document and save as a PDF document and then upload to Grants.gov under Part 5: Other Attachments Form

These forms require basic identifying information about the applicant and the application. Please provide all requested applicant information (including name, address, e-mail address and DUNS number).

APPLICATION ASSURANCES AND CERTIFICATIONS
Preschool Development Grants --Development Grants Competition
(CFDA No. 84.419B)

Legal Name of Applicant (Office of the Governor): Governor Mark Dayton	Applicant's Mailing Address: Office of the Governor, 130 State Capital, 75 Rev. Dr. Martin Luther King Jr. Blvd. St. Paul MN 55155
Employer Identification Number: 41-6007162	Organizational DUNS: 933561318
Lead Agency: Minnesota Department of Education Contact Name: Commissioner Brenda Cassellius (Single point of contact for communication)	Lead Agency Contact Phone: 651-582-8204 Lead Agency Contact Email Address: Brenda.cassellius@state.mn.us
Required Applicant Signatures (Must include signatures from an authorized representative of each Subgrantee. Insert additional signature blocks as needed below. To simplify the process, signatories may sign on separate Application Assurance forms.):	
To the best of my knowledge and belief, all of the information and data in this application are true and correct.	
I further certify that I have read the application, am fully committed to it, and will support its implementation:	
Governor or Authorized Representative of the Governor (Printed Name): Mark B. Dayton	Telephone: 651-201-3736
Signature of Governor or Authorized Representative of the Governor: 	Date: 10/8/14
Lead Agency Authorized Representative (Printed Name): Brenda Cassellius	Agency Name: Department of Education
Signature of Lead Agency Authorized Representative: <div style="border: 1px solid black; height: 40px; width: 100%; margin-top: 5px;">(b)(6)</div>	Date: 10/9/14

Copy this form as a separate word document and save as a PDF document and then upload to Grants.gov under Part 5: Other Attachments Form Accountability, Transparency, and Reporting Assurances

The Governor or his/her authorized representative assures that the State will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards, including Davis-Bacon prevailing wages; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders, and regulations.

- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the State will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the State will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.
- The State and other entities will comply with the following provisions of the Education Department General Administrative Regulations (EDGAR), as applicable: 34 CFR Part 74 -- Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations; 34 CFR Part 76 -- State-Administered Programs, including the construction requirements in section 75.600 through 75.617 that are incorporated by reference in section 76.600; 34 CFR Part 77 -- Definitions that Apply to Department Regulations; 34 CFR Part 80 -- Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions; 34 CFR Part 81 -- General Education Provisions Act—Enforcement; 34 CFR Part 82 -- New Restrictions on Lobbying; and with the debarment and suspension regulations found at 2 CFR Part 3485.

Governor or Authorized Representative of the Governor (Printed Name):	
<i>Mark B. Dayton</i>	
Signature: <i>Mark Dayton</i>	Date: <i>10/8/14</i>



STATE OF MINNESOTA

Office of Governor Mark Dayton

116 Veterans Service Building • 20 West 12th Street • Saint Paul, MN 55155

October 8, 2014

The Honorable Arne Duncan
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202

The Honorable Sylvia M. Burwell
Secretary of Health and Human Services
U.S. Department of Health and Human Services
200 Independence Avenue, S.W.
Washington, DC 20202

Dear Secretary Duncan and Secretary Burwell:

I am writing to provide my strong support of the Minnesota Department of Education's Preschool Development Grant application. In my 2014 State of the State Address, I said "Let us all commit that by 2018, all three- and four-year-olds in Minnesota will have access to quality, affordable early childhood education." Minnesota's grant application builds on our strong foundation.

Making sure that every child enters kindergarten ready to learn is a priority of mine and of my administration. By starting early, we ensure all learners have the tools to excel in the classroom, the community, and throughout life.

In the last four years, we have made progress toward improvements by investing \$48 million in early learning scholarships each biennium, which will help 10,000 additional three- to five-year-old children participate in high-quality child care and early education programs. We have also increased funding to improve reimbursement rates to high-quality child care providers, improving access for more than 2,000 children. And, we have fully funded All-Day Kindergarten, which will help school districts provide All-Day Kindergarten to students free of charge. With our Race to the Top-Early Learning Challenge grant, we have created an Early Childhood Longitudinal Data System, Kindergarten Entrance Assessment, and a Comprehensive Assessment System used to inform instruction. We have also revised our Knowledge and Competency Framework and Early Learning Standards.

Minnesota's grant application builds and expands on our current successes. My administration emphasizes education because we believe education is key to Minnesota's continued economic growth. When children receive a strong foundation in a high-quality early learning program, they get an early start on school success. The bold plan set forth in Minnesota's Preschool Development Grant application will help us reach our goal of making high-quality early care and education affordable for more children.

Thank you for your consideration.

Sincerely,


Mark Dayton
Governor

Department of
Education

October 10, 2014

The Honorable Arne Duncan
Secretary of Education
US Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

The Honorable Sylvia M. Burwell
Secretary of Health and Human Services
US Department of Health and Human Services
200 Independence Avenue, SW
Washington, DC 20201

Dear Secretary Duncan and Secretary Burwell,

Minnesota's best hope for the future rests on the promises we make to our children today. We are proud to submit a Preschool Expansion Grant proposal that represents our state's strong commitment to ensuring equitable opportunities for high-quality preschool for every child.

For decades Minnesota has been an education leader. Sustaining our future competitive edge will rely on investments that we make in early learning now, especially for our children who are most likely to be affected by chronic achievement gaps and children from low-income families, immigrants, migrants, English learners and children overcoming disabilities. This proposal, and its ambitious plan of action, creates a clear path and identifies the partners to enable us to significantly expand access to early learning opportunities without diminishing quality or excluding our children who can benefit most. Minnesota's Preschool Expansion Grant proposal embodies our state's collective sense of urgency to improve outcomes for all of our students by providing more children, especially our most underserved, with access to high-quality preschool programs.

This proposal is submitted in the context of Minnesota's ongoing efforts to create an education system that fully prepares every child for success in kindergarten and beyond, regardless of their income, ZIP code, special needs or circumstance. We are fortunate and grateful for the investment of time and funding from your agencies as well as from other federal agencies, philanthropic, nonprofit and business leaders, who have provided a foundation upon which we can further build. Our motto of "taking what's good and making it better" provides a mandate for Minnesota to create a strong pre-K-12 system of public schools, in which excellent teaching and learning are recognized, supported and celebrated, every day, in every school.

Minnesotans are known for their common sense approach to problem-solving, for working together to get things done, and for emerging from adversity to shape a

stronger future for all who call the North Star State home. The vision put forth in this proposal reflects the contributions of thousands of passionate stakeholders who have persisted for more than a decade to bring to realization the tasks we are poised to accomplish now. We seek to build on the foundation, momentum, and collaboration that has been hard-fought and won, to accelerate our efforts, measure our progress, and share proven best practices that will improve outcomes for our youngest children.

We know—and research has proven—that dollar for dollar, early childhood investments give us the greatest returns. Beyond the valuable economic returns, access to high-quality early learning opens the door to the possibility that every child in Minnesota has a great start, and a better chance at reaching their highest potential. That vision—for our children, our early learning providers, schools and our state—is one we can all stand proudly behind.

Sincerely,

(b)(6)

Brenda Cassellius
Commissioner

UNIVERSITY OF MINNESOTA

*Office of the Senior Vice President
for Academic Affairs and Provost*

*234 Morrill Hall
100 Church Street S.E.
Minneapolis, MN 55455-0110
Office: 612-625-0051
Fax: 612-624-3814*

October 10, 2014

Brenda Cassellius, Commissioner
Minnesota Department of Education
Roseville, MN 55113

Dear Commissioner Cassellius:

On behalf of the University of Minnesota, I am writing to express my strong support of Minnesota's proposal to the U.S. Department of Education to receive a Preschool Expansion Grant to implement and sustain high-quality preschool programs that can reach and serve additional eligible children in high-need communities in Minnesota. The Human Capital Research Collaborative (HCRC), which is a unique partnership between the University of Minnesota and the Federal Reserve Bank of Minneapolis, is partnering with the Minnesota Department of Education to develop an effective model for implementing and sustaining high-quality preschool programming to meet the needs of vulnerable young children and families in Minnesota.

HCRC is well positioned through its current outreach and research initiatives to partner with the Minnesota Department of Education and Office of Early Learning to fully implement the tenets of Minnesota's Preschool Expansion Proposal. Minnesota's proposal is based on the 6 key elements of the Midwest Child Parent Center (CPC) program, which HCRC is currently implementing in 29 schools in Minnesota and Illinois through an Investing in Innovations Grant from the US Department of Education.

HCRC, the University of Minnesota, and the Minnesota Department of Education have collaborated extensively on past projects to lay the foundation for the work on this grant. I am confident that the partners applying for this grant have the experience and expertise necessary to develop and effectively execute the evidence-based Midwest CPC model in Minnesota to improve educational outcomes and close the achievement gaps for our most vulnerable children.

The University of Minnesota will strongly support the Human Capital Research Collaborative in this partnership with the Minnesota Department of Education to better serve the needs of young children and their families in high need communities in Minnesota. With this opportunity, the University is committed to ensuring that high-quality preschool is available to all children and that, in collaboration with our community partners, preschool gains are sustained through K-12 education and beyond.

Sincerely,

(b)(6)

Karen Hanson
Senior Vice President for Academic Affairs and Provost

Table A										
Expansion Grants										
PART I. Absolute Priority 1		Instructions: For each year, please fill out the expected Federal Preschool Development Grant Funds for 1A, 1C, and 1D. Nothing else should be filled out in this section. The other cells will self-populate with information; those should not be modified.								
	Year 1		Year 2		Year 3		Year 4		Cumulative \$	%
Allocation of Federal Preschool Development Grant Funds	\$	% Funds	\$	% Funds	\$	% Funds	\$	% Funds		
1A: State-Level Infrastructure	\$702,418	6%	\$721,590	5%	\$698,570	5%	\$689,862	5%	\$2,812,440	5%
1B: High-Quality Preschool Programs	\$11,193,567	94%	\$14,276,708	95%	\$14,301,331	95%	\$14,309,711	95%	\$54,081,317	95%
... 1C: New Preschool Slots ...	\$7,261,002	61%	\$10,360,152	69%	\$11,050,640	74%	\$11,542,000	77%	\$40,213,794	71%
... 1D: Improved Preschool Slots	\$3,932,565	33%	\$3,916,556	26%	\$3,250,691	22%	\$2,767,711	18%	\$13,867,523	24%
Total Federal Funds	\$11,895,985	100%	\$14,998,298	100%	\$14,999,901	100%	\$14,999,573	100%	\$56,893,757	100%
PART II. Competitive Priority 1		Instructions: For each year, fill out the expected Matching Funds for 2A, 2C, 2D, ... Also, provide the increased state funding in Fiscal Year 2015 at the bottom of this section. The other cells will self-populate with information; those should not be modified.								
	Year 1		Year 2		Year 3		Year 4		Cumulative \$	%
Allocation of Matching Funds	\$	% Funds	\$	% Funds	\$	% Funds	\$	% Funds		
2A: State-Level Infrastructure	(b)(4)									
2B: High-Quality Preschool Programs										
... 2C: New Preschool Slots ...										
... 2D: Improved Preschool Slots										
Total Year 1-4 Matching Funds										
Type of State Match	<i>Increased State Funding in Fiscal Year 2015</i>	\$ from Year 1	\$ from Year 2	\$ from Year 3	\$ from Year 4	Overall Matching Funds	Match %			
2E: State Matching Funds (if applicable)	(b)(4)									
2F: Total Funds for State-Level Infrastructure	(b)(4)									
2G: Total Funds for High-Quality Preschool Programs										
2H: Total Funds for New Preschool Slots										
2I: Total Funds for Improved Preschool Slots										
2J: Total Program Resources										
PART III. Selection Criterion (D)(4)		Instructions: For each year, please fill out 3A, 3B, 3C, and 3E, 3G. The other cells will self-populate with information; those should not be modified.								
	Year 1	Year 2	Year 3	Year 4	Cumulative					
3A: Total Eligible Children	30,270	30,270	30,270	30,270						
3B: Eligible Children Served in New Preschool Slots	674	824	940	1,000						
... 3C: PPE/Slot	10,773	12,573	11,756	11,512						
3D: Estimated Cost (Rounded)	(b)(4)									
3E: % Eligible Children Served in New Preschool Slots	2%	3%	3%	3%						
3F: Eligible Children Served in Improved Preschool Slots	469	549	589	589						
... 3G: PPE/Slot	8,385	7,134	5,519	4,699						
3H: Estimated Cost (Rounded)	(b)(4)									
3I: % Eligible Children Served in Improved Preschool Slots	2%	2%	2%	2%						
3J: Total % Eligible Children Served With New and Improved Slots	3.78%	4.54%	5.05%	5.25%						
3K: Total Children Served	1143	1373	1529	1589						

Table B									
State Fiscal Year	1: State Funding	2: Local Funding	3: Philanthropic /Private Funding (if applicable)	4: Number of Four-Year Old Children	5: Number of Four-Year Olds at or below 185% FPL *	6: Four-Year Olds Served in the State Preschool Program		7: Four-Year Olds at or below 200% FPL Served in the State Preschool Program	
						#	%	#	%
2014	(b)(4)								
2013									
2012									
2011									

*The data Minnesota has access to for each year is 185% of FPL.

Competitive Priority 1. Table						
Types of Match	<i>Increased</i> State Funding in Fiscal Year 2014	Year 1	Year 2	Year 3	Year 4	TOTAL
State	(b)(4)					
Local						0
Philanthropic						0
Other						0
Overall Match	(b)(4)					
Matches Amount from Table A	Please verify numbers	Correct	Correct	Correct	Correct	Please verify numbers

Table (D)(4)

Subgrantee 1	Breakdown	Year 1	Year 2	Year 3	Year 4
Wauhan-Ogema-White Earth Public School District	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	30	30	30	30
	Total Estimated Cost	\$ (b)(4)			
Subgrantee 2	Breakdown	Year 1	Year 2	Year 3	Year 4
Austin Public School District	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	36	36	36	36
	Total Estimated Cost	\$ (b)(4)			
Subgrantee 3	Breakdown	Year 1	Year 2	Year 3	Year 4
Albert Lee Public School District	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	90	90	90	90
	Total Estimated Cost	\$ (b)(4)			
Subgrantee 4	Breakdown	Year 1	Year 2	Year 3	Year 4
St. Paul Public School District	Methods for Improving Slots	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services
	Children Served in Improved Preschool Slots (if applicable)	80	80	80	80
	Total Estimated Cost	\$ (b)(4)			
Subgrantee 5	Breakdown	Year 1	Year 2	Year 3	Year 4
Minneapolis Public School District	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	38	38	38	38
	Total Estimated Cost	\$ (b)(4)			

Subgrantee 6	Breakdown	Year 1	Year 2	Year 3	Year 4
Fradley Public School District	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	40	40	40	40
	Total Estimated Cost	S. (b)(4)			

Subgrantee 6	Breakdown	Year 1	Year 2	Year 3	Year 4
Columbia Heights Public School District	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	120	120	120	120
	Total Estimated Cost	S. (b)(4)			

Subgrantee 7	Breakdown	Year 1	Year 2	Year 3	Year 4
Deer River Public School District	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	35	35	35	35
	Total Estimated Cost	S. (b)(4)			

OVERALL STATEWIDE BUDGET

Budget Table I-1: Budget Summary by Budget Category
(Evidence for selection criterion (G))

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$ 260,000	\$ 340,000	\$ 340,000	\$ 340,000	\$ 1,280,000
2. Fringe Benefits	\$ 85,800	\$ 112,200	\$ 112,200	\$ 112,200	\$ 422,400
3. Travel	\$ 5,000	\$ 4,000	\$ 3,000	\$ 2,000	\$ 14,000
4. Equipment					\$ -
5. Supplies	\$ 6,000	\$ 3,500	\$ 2,000	\$ 2,000	\$ 13,500
6. Contractual	\$ 200,000	\$ 95,000	\$ 75,000	\$ 67,500	\$ 437,500
7. Training Stipends					\$ -
8. Other	\$ 25,500	\$ 34,000	\$ 34,000	\$ 34,000	\$ 127,500
9. Total Direct Costs (add lines 1-8)	\$ 582,300	\$ 588,700	\$ 566,200	\$ 557,700	\$ 2,294,900
10. Indirect Costs*	\$ 95,118	\$ 107,890	\$ 107,370	\$ 107,162	\$ 417,539
11. Funds to be distributed to Subgrantees	\$ 11,193,567	\$ 14,276,708	\$ 14,301,331	\$ 14,309,711	\$ 54,081,317
12. Funds set aside for participation in grantee technical assistance	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 100,000
13. Total Grant Funds Requested (add lines 9-12)	\$ 11,895,985	\$ 14,998,298	\$ 14,999,901	\$ 14,999,573	\$ 56,893,756
14. Funds from other sources used to support the State's plan	(b)(4)				
15. Total Statewide Budget (add lines 13-14)					

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to Subgrantees. At the time of application, States are not required to provide budgets for how the Subgrantees will use these funds. However, as stated in Program Requirement (o), grantees must submit scopes of work for the State and for each Subgrantee within 90 days of receipt of an award, and these scopes of work must contain, among other items, detailed budgets. Additionally, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that Subgrantees spend these funds in accordance with the State plan.

Line 12: The State must set aside \$25,000 annually from its grant funds for the purpose of participating in Preschool Development Grant technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Subgrantees evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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To add more Budget Narrative attachments, please use the attachment buttons below.

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Minnesota Preschool Expansion Plan - Preschool Expansion Grant - Budget Narrative

In accordance with 34 CFR 75.232, Department of Education staff perform a cost analysis of each recommended project to ensure that costs relate to the activities and objectives of the project, are reasonable, allowable and allocable. We may delete or reduce costs from the budget during this review.

1) Personnel Total - \$1,280,000

- MDE will hire a State Preschool Program Manager (1 FTE) to oversee the management of the grant at a salary of \$90,000 each year.
- Reporting to the Program Manager will be a part time fiscal manager (0.5 FTE) to oversee the grant budget, subgrants and MOUs at \$45,000 each year.
- A part time administrative staff person (0.5 FTE) will provide support to all positions at a salary of \$40,000 each year.
- An Implementation Coach (1 FTE) will serve as a state-level implementation specialist to strengthen implementation informed work and provide technical assistance through systems coaching to develop the capacity of communities to deliver High-Quality Preschool programming at a salary of \$85,000 each year.
- An Early Learning Standards Specialist will be supported part time (0.5 FTE) in Years 2 through 4 of the grant, to support the ongoing revision cycle of the Early Childhood Indicators of Progress in alignment with the state's revision cycle of K-12 academic standards at a salary of \$40,000 each year.
- A Workforce Development Specialist (0.5 FTE) will be funded to continue work on the Knowledge and Competency Framework for Early Childhood Providers, draft professional development standards and work with Higher Education and Communities to develop strategies to increase workforce capacity at a salary of \$40,000 each year.

	Year 1	Year 2	Year 3	Year 4
Personnel Salary	\$ 260,000	\$ 340,000	\$ 340,000	\$ 340,000

2) Fringe Benefits Total - \$422,400

Fringe benefits are determined by Federal, State and city regulations. Fringe benefits for one salaried position include pension, health insurance, life insurance, short and long term disability insurance, social security, and unemployment insurance. This is budgeted at for all staff funded by the grant at 33% of the salaried amount based on historical expenditures and the state's projected insurance premiums. This equals \$85,800 in the first year and \$112,200 in each of the following years.

3) Travel Total - \$14,000

The State Preschool Program Manager and the Implementation Coach will travel to the 11 different subgrantees and have the subgrantees travel to each to meetings throughout the course of the grant period. The 11 subgrantees range from the Northwest corner of the state (White

Earth) to the Southeast corner of the state (Rochester). Average mileage to any of the communities outside of the Twin Cities (where MDE is located) is 285 miles round trip and at \$0.565 per mile would cost \$161 per trip. Travel to 6 of the 10 communities would include overnight lodging for each staff at \$112 per night (GSA rate) and per diems at \$31 per day. Out of town travel will cost approximately \$450 per trip.

In the first year of the grant, each subgrantee will receive two site visits as we finalize initial implementation plans for a total \$5,000. It is anticipated that less on-site technical assistance will be needed as implementation continues in each community. In the second year, each subgrantee will have one site visit and an additional site visit if assistance is needed for a total of \$4,000. The third and fourth year of the grant will provide on-site visits as needed with an estimation of one site-visit per subgrantee in the third year, and a total of five on-site visits in the fourth year dependent on subgrantees needs.

5) Supplies Total - \$13,500

Costs associated with setting up an office space for a new staff is estimated at \$2,000 per person for general office supplies, desk adjustments, and computer. On-going supply costs per person are estimated at \$500 for telephone, printing, copying and general office supplies. This equates to \$6,000 in the first year of the grant for 3 new FTEs, \$3,500 in the second year for a new 1.0 FTE and on-going costs for 3 FTEs, and \$2,000 in the third and fourth year for 4 FTEs.

6) Contractual Total - \$437,500

Funds in the first and second years of the grant will be used for enhancements to MDE's current data systems, primarily Early Education Student, to incorporate new data elements specific to the High-Quality Preschool Program including data elements that will be used for the evaluation of the program. MDE will contract with the MN.IT, Minnesota's centralized IT agency, to provide these initial system enhancement and ongoing maintenance and technical assistance for the duration of the grant.

The enhancements to the data system will take 12 months and start approximately 3 months into the first year of the grant. Projected costs for enhancements are based on previous work of similar scope and are expected to be \$200,000 in the first year of the grant and \$80,000 in the second year. This contract amount will cover the following IT staff to complete the systems enhancement project:

- IT Project Manager for 12 months a \$6,667 per month for a total of \$80,000
- Business Analyst for 12 months at \$5,833 per month for a total of \$70,000
- Programmer for 10 months at \$10,000 per month for a total \$100,000
- Quality Assurance Analyst for 6 months at \$5,000 per month for a total of \$30,000

Ongoing maintenance of the system in the third and fourth year is estimated at \$60,000 per year for a 0.5 FTE at \$5,000 per month.

MDE will also contract with a researcher to analyze the data and provide analysis to MDE and communities to inform their implementation. A contract for a .25 FTE researcher will cost \$15,000 in the second and third year of the grant. In the fourth year of the grant, the contractor will be covered by the grant for the first six months at \$7,500, and other resources will cover the last six months of the data analysis.

8) Other Total - \$127,500

MDE charges all FTEs \$8,500 per year for rent. Rent is not including in MDE's indirect cost plan, and is therefore charged to the FTEs under this grant as well. Rent will be charged to 3 FTEs in the first year at \$25,500 and 4 FTEs in years 2 through 4 at \$34,000 each year.

9) Total Direct Costs - \$2,294,400

The sum of these identified costs represents a total direct cost of \$582,300 in year 1, \$588,700 in year 2, \$566,200 in year 3 and \$557,700 in year 4.

10) Indirect Costs Total - \$417,539

MDE has a federally approved indirect cost rate of 20.8% which is applied to all direct cost budget categories except contracts where the indirect cost rate is applied to the first \$25,000 of each contract in each year. The indirect cost applied to the total direct costs in each year of the grant equals \$95,118 in year 1, \$107,890 in year 2, \$107,370 in year 3 and \$107,162 in year 4.

11) Funds to be distributed to Subgrantees through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws.

Minnesota will enter into grants with each of the 11 identified LEAs in the plan. The subgrantees' budgets will reflect the costs of implementing the High-Quality Preschool Program. Each subgrantee has identified the number of new and improved slots they will provide to eligible children in each year of the grant. MDE has projected the cost of implementing the state's High-Quality Preschool Program model at per slot amount for each a new slot and an improved slot for each year of the grant. MDE will pay each subgrantee at the calculated amount based on the number of new and improved slots they will serve in each year of the grant. The cost for each slot is determined on a budget that includes both grantee level administrative costs to support the High-Quality Preschool Program model and day to day classroom costs.

Personnel.

To support Minnesota's High-Quality Preschool Program model requires each subgrantee to have a Leadership Implementation Team in each community that develops implements and ensures the effective on-going provisions of the State Plan. Each community will employ:

- Instructional Leader (1.0 FTE) at \$76,000 per year;
- Community Coordinator at \$63,333 (0.9 FTE) in year 1, and \$76,000 (1.0 FTE) in each additional year;
- Parent Liaison at \$63,333 (0.9 FTE) in year 1, and \$76,000 (1.0 FTE) in each additional year; and
- Administrative staff to collect and enter data at \$35,000 (0.5 FTE) each year.

Minnesota's budget provides grantees with resources to fund 3.5 FTEs for each community at \$2,322,500 in the first year and \$263,500 in each additional year.

Classroom teachers will be employed at 1.0 FTE for each new classroom and compensated similar to K-12 licensed teachers at an average teacher salary of \$76,000 per year. The first year of the grant will cover the first half of the school year through December 30, and the preceding years will represent the rest of the last school year and the beginning of the next school year. In the first year of the grant there will be 30 new classrooms (\$1,203,333) and 46 in the second year (\$3,192,000), 52 in the third (\$3,724,000) and 55 in the last year (\$4,066,000)...

Additionally, to ensure ratios of 10 to 1 or less, classroom costs include a teaching assistant for each classroom at \$35,000 per classroom each year (\$562,083 in year 1, \$1,491,000 in year 2, \$1,739,500 in year 3 and \$1,899,250 in year 4).

For a previously existing classroom grant funds will be used to cover a portion of the lead classroom teacher and the teaching assistant for each classroom. There will be 26 classrooms with improved slots in year 1, 30 in year two, and 33 in years 3 and 4. In the first year of the grant, funds will cover 70% of the teacher and teaching assistant salaries (\$845,542), 42% of salaries in the second year (\$1,170,750), 33% in the third (\$919,875) and 29% in the fourth year (\$735,900) of the grant. Subgrantees will increase the use of other funding sources including state and local funds each year to cover the remainder of the total cost.

Equipment.

Minnesota's budget provides upfront start-up cost for each new classroom in the first year of opening a classroom. These costs include necessary classroom furniture and equipment at \$14,000 for a total of \$532,000 in year 1, \$112,000 in year 2, \$84,000 in year 3 and \$42,000 in year 4.

Supplies.

Other start-up costs for new classrooms in the first year of creating the classroom include curriculum and assessment materials at \$5,000, and technology setup at \$6,000. Minnesota's High-Quality Preschool Program model includes a parent resource room for each site, and there are initial setup costs associated with supplies for these additional resources to children and their

families at \$5,000. Overall, Minnesota has calculated that these initial supply costs for creating a new classroom equates to approximately \$608,000 in the first year, \$128,000 in the second, \$84,000 in the third and \$48,000 in the fourth.

In the first year of the grant, Minnesota's plan also acknowledges additional supply costs to improved classrooms associated with opening a parent resource room (\$5,000) and adding additional assessments (\$2,000) per improved classroom for a total of \$7,000 for a total of \$182,000 in year 1 of the grant.

Additionally, the grant will fund annual supply costs for each new classroom to cover cost of copies, printing, postage and of general office supplies as an estimated cost of \$2,500 per new classroom (\$47,500 year 1, \$105,000 year 2, \$122,500 year 3 and \$133,750 for year 4). A portion of the supplies are also covered in Year 1 and 2 for existing classrooms with improved slots (70% in year 1 and 35% in year 2) for a total \$22,750 and \$26,250 respectively.

Contracts.

Minnesota's model for a High-Quality Preschool Program emphasizes implementing the model with high fidelity and requires professional development, including training on working with English Learners and on-going coaching for the Leadership Implementation Team and classroom teachers. Each subgrantee will reserve funding in each year in the amount of \$50,000 in year one, \$45,000 in year two, \$30,000 in year two and \$25,000 in year four to ensure adequate resources are devoted to high trained teachers.

Minnesota's plan for a High-Quality Preschool Program increases current requirements for teacher educational levels and creates a new demand for highly qualified teachers in markets where the supply is inadequate. Thus, Minnesota's proposal includes funds for subgrantees to increase workforce capacity and ensure an adequate supply of bachelor degree teachers is available for new classrooms in these communities. Our proposal requires that subgrantees use funds to incentivize current and prospective early childhood teachers that would allow them to pursue and complete their four year degree from local colleges and universities. Each subgrantee will provide scholarships in an amount of up to \$150,000 in the first year, \$100,000 in the second and \$42,000 in the third.

Other.

Other standard annual costs estimated per new classroom include rent and utilities at \$28,000 and a literacy intervention component at \$20,000. Transportation is also included at \$1,000 per child per year. These costs are based on Minnesota's general education revenue formula and historical expenditures reported to MDE by LEAs for these activities.

Rent and transportation are calculated in the first year of the grant proportionately to the number of months children will be attending preschool in the first year of the grant (beginning in September). Additionally, rent and transportation are included for classrooms with improved

slots at 70% in the first year, 35% in the second year, 25% in the third year and 20% in the last year...

The cost of rent and utilities for new classrooms in each year is \$443,333, \$1,176,000, \$1,372,000 and \$1,498,000. Rent and utilities for improved classrooms is \$212,333 in year 1, \$294,000 in year 2, \$231,000 in year 3 and \$184,800 in year 4.

Transportation for new slots is \$337,000 in year 1, \$749,000 in year 2, \$882,000 in year 3 and \$970,000 in year 4. For improved slots transportation will be \$234,500, \$192,150, \$147,250 and \$117,800 in each year of the grant.

A new component that every classroom in the High-Quality Preschool Program will be required to implement is a literacy intervention. This intervention is estimated to cost \$20,000 per classroom based on previous expenditures for a literacy component and will be covered for every classroom in each year of the grant. This will represent \$1,280,000 in year 1, \$1,440,000 in year 2, \$1,640,000 in year 3, \$1,730,000 in year 4.

The total cost for all of these expenses will be provided in subgrantees to each of the identified Early Childhood Providers and equals \$11,193,567 for the first year of the grant, \$14,276,708 for the second, \$14,301,331 for the third and \$14,309,711 for the fourth.

Based on these costs, Minnesota's cost per child for a new and an improved slot for each year of the grant is as follows:

	Year 1	Year 2	Year 3	Year 4
New Slot	\$10,773*	\$12,573	\$11,756	\$11,542
Improved Slot	\$8,385*	\$7,134	\$5,519	\$4,699

*In the first year of the grant, cost per slot reflects initial start-up costs for the grant and services to children for the first half of the 2015-2016 school year.

At these costs per child, Minnesota is requesting \$11,193,567 in year 1 for subgrantees to provide 674 new slots and 469 improved slots. Subgrantees will provide 824 new slots and 549 improved slots in year 2 of the grant for \$14,276,708 and 940 new slots and 589 improved slots in year 3 for a total \$14,301,331. The final year of the grant will provide \$14,309,711 in subgrants for 1,000 new slots and 589 improved slots. The total amount of funds over the grant period devoted to the local implementation of the State's plan is \$54,081,317 (95% of the total requested amount) and will serve 5,634 eligible children over the four years.

12) Set Aside for participation in grantee technical assistance Total - \$100,000

As required by the grant, \$25,000 is set aside in each year of the grant for technical assistance.

13) Total Funds Requested

Minnesota is requesting a total of \$56,893,756 over the four years of the grant to serve over 5,600 eligible children in the High-Quality Preschool Program. (\$11,895,985 in Year One, \$14,998,298 in Year Two, \$14,999,901 in Year Three and \$14,999,573 in Year Four.

14) Other Matching Funds Allocated to the State's plan

Minnesota will be using new state funds to match the federal grant funds and support the state's ambitious yet achievable plan. In FY 2014, Minnesota allocated \$(b)(4) in new state funds for Early Learning Scholarships to income eligible families to choose high quality early care and education programs for their 3 or 4 year old child. For FY 2015, an additional \$(b)(4) was added to this program for a total of \$(b)(4). Of these funds, (b)(4) % (\$ (b)(4) each year) are directed to 4 Star Parent Aware rated early care and education programs to provide programing to eligible children. These funds support the expansion of high quality preschool for eligible children throughout the state. Minnesota will continue to use these funds in a manner that supports the expansion of high quality preschool programs for eligible children. Specifically, the Early Learning Scholarship funds for 4 Star Parent Aware rated early care and education programs in these communities will be used to support children attending the state's High-Quality Preschool Program by covering costs for additional children and support the increased costs for improved slots.

The second new funding source Minnesota will be contributing to the plan as a match for High-Quality Preschool Program is new funding for the current state preschool program, School Readiness, of \$1.8 million in FY 2015 and \$(b)(4) each year thereafter. These new funds will be used by the state's preschool program for improve the quality of the current state preschool slots.

These two funding sources represent a (b)(4) % state match for the grant at \$(b)(4) in FY2014, \$(b)(4) in the first year of the grant and \$(b)(4) each additional year for a total \$(b)(4) over the course of the grant.

15) Total Budget

The state's total budget including state infrastructure costs, subgrants to Early Childhood providers, technical assistance set-aside and state match totals \$(b)(4) for the grant period (\$ (b)(4) in year 1, \$(b)(4) in year 2, \$(b)(4) in year 3 and \$(b)(4) in year 4).

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

Office of the Governor

Applicants requesting funding for only one year should complete the column under:
"Project Year 1." Applicants requesting funding for multi-year grants should complete all
applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00	0.00	0.00	0.00	0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00
3. Travel	0.00	0.00	0.00	0.00	0.00	0.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00	0.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs .. (lines 1-8)	0.00	0.00	0.00	0.00	0.00	0.00
10. Indirect Costs*	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00	0.00	0.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☐ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☐ Other (please specify):

The Indirect Cost Rate is %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
Office of the Governor	

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00	0.00	0.00	0.00	0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00
3. Travel	0.00	0.00	0.00	0.00	0.00	0.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00	0.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00	0.00	0.00
10. Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00	0.00	0.00

SECTION C - BUDGET NARRATIVE (see instructions)

ED Form No. 524

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 07/31/2014

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Ms.	Bobbie		Burnham	

Address:

Street1:	1500 Highway 36 West
Street2:	
City:	Roseville
County:	
State:	MN: Minnesota
Zip Code:	55113
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
651 582 8414	

Email Address:

bobbie.burnham@state.mn.us

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #:

☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

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